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The Principles of Progressive Education

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THE PRINCIPLES OF PROGRESSIVE EDUCATION

BY

ANNA ELIZABETH MCNICHOLS

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Arts

in

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CHAPTER I

INTRODUCTION

Problem

The problem of this thesis is to determine the principles of progressive education as they are expressed or implied in selected research and books on the subject. The general problem resolves itself into the questions:

1. What is progressive education?
2. Has it a body of underlying principles which unify its attitudes and determine its practices?
3. What are those principles?

Need for the study

For years the term progressive education has been appearing in educational literature with increasing frequency; today it is the subject of a voluminous literature. It is used as a generic term, usually with the assumption that it has a standardized and commonly understood meaning. It is coming to be used widely in popular periodicals with the same assumption that it has a characteristic meaning familiar even to the layman. Actually, however, there is

much confusion concerning the meaning of the term. Laymen are uncertain and educators disagree about its connotation. Such expressions of uncertainty as these are common:

What has been called the progressive education movement has done much to alter the situation.¹

The exact meanings of the theme are not clear and they vary from school to school. There is vagueness in the leading ideas.²

It is difficult to get any common body of principles which may be said to characterize it as a whole.³

McNutt⁴ describes the movement as nebulous; and Reisner⁵ differentiates between the "copyrighted in-quotes" meaning and the "plain, everyday sense of alert, adaptive, forward-looking educational practice." There seems, then, to be a real need to determine whether or not progressive education has an underlying body of essential principles unifying its practices and if it has to determine what those principles are.

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1. Fuess, Claude M. "The New Spirit in Education", Atlantic Monthly, June, 1934
 2. Taba, Hilda "Progressive Education: What Now" Progressive Education, 11:162-8, March, 1934
 3. Raby, Sister Joseph Mary A Critical Study of the New Education, Catholic University, Washington, D.C. 1931
 4. McNutt, Franklin H. The Social and Psychological Background of the Progressive Education Movement Ohio State University, 1932
 5. Reisner, Edward H. "What is Progressive Education" Teachers College Record, December, 1930, p. 194.

Limitations of the problem

The term, progressive education, is so widespread in its use and the literature so extensive that it has been decided, arbitrarily, to limit the study to progressive education as described by American writers, about American school, and to limit it further to elementary education wherever the discussion differentiates between elementary and higher education.

Definition of terms

It may be necessary to define the two terms which appear in the statement of the problem: principle and progressive.

Principle: The Oxford Dictionary¹ defines it:

A fundamental truth, law, or motive force; a fundamental truth on which many others depend; a fundamental quality or attribute, essential characteristic or character; a general law or rule as a guide to action.¹

Webster's International Dictionary says,

A principle ascertained by experience is more than a mere summing up of what has been specifically observed in the individual cases which have been examined. It is a generalization grounded on those cases.

Principle emphasizes the idea of fundamental truth or general application.²

In the sense of this thesis, principle is interpreted to

1. Oxford Dictionary Clarendon Press: Oxford
2. Webster's International Dictionary p. 1706

mean: any fundamental truth, law, motive force, quality, attribute, or characteristic, which serves as a guide to action; any generalization, grounded on a study of individual cases; any fundamental truth or fact of general application. A principle may be variously stated without changing its fundamental meaning.

Progressive: The term is here used in the "copyrighted, in-quotes" sense mentioned by Reisner.¹ It refers to the conception of education that finds its proponents in the Progressive Education Association and in those educators and schools that are avowedly progressive or progressive by general acceptance. When a book is listed under the heading "Progressive Education" in the Education Index² it is regarded as progressive by general acceptance.

Materials

The materials used in this thesis are eleven research studies and thirteen books in the general field of progressive education.

The U. S. Office of Education bulletins "Bibliography of Research Studies in Education"³ listed the titles of

1. Reisner, E. H. "What is Progressive Education"
Teachers' College Record 35:192 p. 194
2. Education Index
3. U. S. Office of Education Bulletin, 1932 No. 16
U. S. Office of Education Bulletin, 1933 No. 6
"Bibliography of Research Studies in Education"
U. S. Office of Education, Washington D. C.

several studies on progressive education and related subjects completed during the years 1931 and 1932. There was no record of studies made during the years 1929 and 1930. No search was made for work done earlier than 1929, and records for years later than 1932 were not available when this study was started. Those theses, eleven in number, that were most directly related to progressive education were chosen for this study.

The bibliographies of the eleven theses previously mentioned were studied to find a group of books that would give a comprehensive view of the subject and yet be limited enough to make detailed study possible. It was decided arbitrarily to use those titles common to five or more of the bibliographies. From the list of titles so obtained those dealing with education in Europe were eliminated. The resulting list gave nine titles ranging in date of publication from 1896 to 1929. To be timely on such a subject as progressive education a study of the literature ought to include publications of a more recent date than 1929. The bibliographies were again consulted and yielded the title of Mrs. Porter's book, published in 1932 and listed in two bibliographies. This was added to the list. To obtain the titles of more recently published books the Education Index¹ was used. Three books were listed under the general heading progressive education

1. Education Index

for the years 1932-1934. These were added to the list for study. The resulting group of thirteen titles ranging in date of publication from Dewey's My Pedagogic Creed¹ of 1897 to Cobb's New Horizons for the Child² of 1934 was decided upon as a satisfactory basis for the study of the principles of progressive education.

THESES USED IN THE STUDY
OF THE PRINCIPLES OF PROGRESSIVE EDUCATION

1. Mulhall, Sister Leonita, The Genesis and Growth of the Progressive Movement in Education, Doctor's Dissertation, Cincinnati University, 1931
2. McNutt, Franklin Holbrook. The Social and Psychological Background of the Progressive School Movement, Doctor's Dissertation, Ohio State University, 1932
3. Raby, Sister Joseph M. A Critical Study of the New Education, Doctor's Dissertation, Catholic University of America, 1931
4. Tyrell, Catherine. The Influence of John Dewey upon the Progressive Education Movement, Master's Thesis Claremont College, 1931
5. Charlton, Lucille. Elementary Education as Shown in Progressive Education Magazines, Master's Thesis, George Peabody College, 1930
6. Roome, Elizabeth. A Study of the Principles of Education underlying "Activity" or "Project" Teaching in Progressive Elementary Schools, 1931
7. Morrison, Nellie C. Criteria for Selecting and Judging Activities, Master's Thesis, Teachers' College Columbia, 1931

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1. Dewey, John My Pedagogic Creed N. Y. Kellog & Co. 1897, pp. 36
 2. Cobb, Stanwood New Horizons for the Child Avalon Press, Washington D. C. 1934

8. Moore, Lucy Hunt. Educational Principles and Art Practices in Progressive Schools, Master's Thesis, George Peabody College, 1932
9. Hoss, Lulu B. The New Education Applied to the Intermediate Grades of the Public Schools, Master's Thesis, Indiana University, 1931
10. McGinnis, Olive W. Problem Solving in Two Types of Elementary Schools, Master's Thesis, Ohio State University, 1931
11. Bowie, Arthur. The Curricula of the New Schools Here and Abroad, Master's Thesis, New York University, 1931

BOOKS USED IN THE STUDY

OF THE PRINCIPLES OF PROGRESSIVE EDUCATION

	Published	Included in bibliographies
1. Bode, B. H. <u>Modern Educational Theories</u>	1927	6
2. Collings, E. <u>An Experiment with a Project Curriculum</u>	1923	5
3. Cobb, S. <u>New Horizons for the Child</u>	1934	
4. Dewey, J. <u>Democracy in Education</u>	1916	6
5. Dewey, J. <u>My Pedagogic Creed</u>	1897	5
6. Kilpatrick, W. H. <u>Education for a Changing Civilization</u>	1926	7
7. Kilpatrick, W. H. <u>Foundations of Method</u>	1926	5
8. Melvin, A. G. <u>The Technique of Progressive Teaching</u>	1932	
9. <u>N. S. S. E. Thirty-third Year-book</u> "The Activity Movement" 1934		

- | | | | |
|-----|---|------|---|
| 10. | Pratt, C. and Wright, L.
<u>Experimental Practice in the</u>
<u>City and Country School</u> | 1924 | 6 |
| 11. | Rugg, H. and Schumaker, A.
<u>The Child-Centered School</u> | 1928 | 7 |
| 12. | Porter, M. P. <u>The Teacher in</u>
<u>the New School</u> | 1931 | 2 |
| 13. | Washburne, C. and Stearns, M. M.
<u>Better Schools</u> | 1928 | 5 |

Technique

This thesis attempts to solve its problems through a survey of the literature previously mentioned by means of the following specific procedures:

1. An analysis of the literature to isolate from the discussion and description the general truths which the authors either by direct statement or by implication seem to accept as the basis of the education which they describe.
2. A comparison of the principles found in the works of different authors to discover duplications and contradictions.
3. An organization of all principles found for which there are no contradictions into a classification which includes every subject mentioned, indicates the relationship of each subject to others and to the whole field, and suggests the emphasis accorded each subject in the discussion.

4. A synthesis of the principles accumulated from all of the authors into an organized and unified group which might be thought of as the body of principles, according to the authors studied at least, that underlie progressive education.

Method of handling data

Full notes were taken from the research studies. In these notes every general idea that might be regarded as a principle in the light of the accepted definition was underscored. (Working from notes was necessary because of the limited time the original theses are at a student's disposal.) The principles were then recorded on cards, care being taken to separate each notation into unit ideas, and to record only one idea on each card. No attempt was made to quote exactly from the author, because the general truth often had to be derived from an involved statement or deducted from a description of practices. An effort was made, however, to interpret each author accurately. His vocabulary and construction were used when no simpler, adequate way to phrase his idea presented itself.

The method used in working with the books was practically the same. Each book was read twice. At the first reading general ideas and principles were underlined, or the implication of a general idea was indicated. During the second reading, the work of indicating general ideas

was checked and the ideas were then recorded on cards*

1219 cards were prepared from the theses
1728 " " " " " books

a total of 2947 cards were prepared

Treatment of data

A general summary was made of each thesis. After cards containing the principles in one thesis were completed, they were sorted, duplication of ideas eliminated, and the simplest expression of each idea retained. In this way a set of cards was made for each thesis giving one statement of every principle contained in the work.

The cards for the eleven theses were assembled and a caption written in the corner of each indicating the general topic of its notation. The cards were reassembled, according to topic and duplication of ideas among the various theses eliminated. The topics were classified and an outline prepared which included every topic that appeared. This outline which is given below served as a basis for all further study and classification of principles. A composite summary was made of the principles contained in the theses.

The principles collected from the books were classified according to the outline prepared from the theses cards and the outline extended to include subjects covered in the books that had not been discussed in the theses.

A detailed tabulation, classified and listed according to the outline, was made of all the principles contained in the books.

OUTLINE FOR THE STUDY AND CLASSIFICATION OF
THE PRINCIPLES OF PROGRESSIVE EDUCATION

I. Education

- A. Definitions
- B. The educative process
- C. The changing education
- D. Causal factors in educational change
- E. Current demands on education
- F. Progressive education

II. Educational goals variously expressed

- A. Philosophy underlying the selection of educational goals
- B. Functions of education
- C. Aims
- D. Objectives
- E. Purposes
- F. Problems and responsibilities
- G. Outcomes and learning products

III. Attitudes of progressive education

- A. Toward the child
- B. Toward self and the individual

- C. Toward society
- D. Toward democracy
- E. Toward life

IV. Influence and contributions of related fields

- A. Philosophy
- B. Psychology
- C. Social forces

V. Instrumentalities used to achieve the goals of progressive education

- A. Activity
- B. Experience
- C. Freedom
- D. Creative expression
- E. Environment
- F. Interest and purpose
- G. Thinking and problem solving
- H. Social participation
- I. Guidance
- J. Opportunity for initiative
- K. Provision for individual differences
- L. Play
- M. Materials
- N. Character education
- O. Physical development
- P. Work

Q. Preparation for leisure

R. The element of reality, closeness to life

S. Cooperation between home and school

VI. Curriculum

A. Definitions

B. Curriculum construction

C. The course of study

D. Unit organization

E. Place of subjects and subject-matter in the
new curriculum

VII. Method

A. Nature of method

B. Teaching technique

C. Specific methods and techniques

VIII. Measurement

A. Values to be measured

B. Educational tests

IX. The new school

A. The nature of the school

B. The function of the school

C. Organization and grouping

D. Characteristics of the new school

X. The teacher in the new school

A. The value of the teacher in education

B. Characteristics of the artist teacher

C. The teacher's function

Difficulties

There are many difficulties in collecting and using material of the sort described here. It is difficult to isolate principles from involved discussion or to deduce principles from practices or illustration with any degree of objective certainty. Classification presents another example of the same kind of uncertainty, because ideas are variously expressed and variously classified by the authors. For example: freedom is occasionally referred to as a goal; again it is a means of achieving goals. It appears in the discussion of method and it is explained among the psychological concepts that determine progressive practices. The organization of material is difficult because of the overlapping of ideas and the inclusion of the same idea in various classifications.

Weighting of principles or evaluating them according to frequency of occurrence or any such measure is impossible because of the difficulty involved in determining absolute identity of idea in the welter of similar but not identical statements, and of the possibility of misinterpretation and misjudgment in paralleling expressed ideas with those assumed or deduced from the authors' discussion.

Summary of procedures

In order, then, to study the problem stated in the

opening of the chapter and to answer the questions into which the problem was resolved, this thesis will attempt to do the following things:

1. Summarize certain research in the field of progressive education.
2. Summarize the principles of education contained in the theses.
3. Determine the principles of education that are expressed in thirteen selected books on the subject.
4. Organize, classify, and catalog those principles.
5. Determine whether or not progressive education has a body of underlying principles which unify its attitudes and direct its practices.
6. Define progressive education on the basis of its principles.

CHAPTER II

RECENT RESEARCH IN PROGRESSIVE EDUCATION

This chapter attempts to summarize, first, eleven research studies in the field of progressive education and related subjects, and secondly, the principles of progressive education that are contained in the same studies. The first three summaries are of doctors' dissertations, which are general in scope, and interpret the philosophical, sociological, and psychological backgrounds of the progressive education movement. These studies have a certain unity of theme and treatment. They have all been made through a survey and analysis of literature in their special fields with deductions drawn in accord with certain techniques of historical research. Together they give an extensive view and an interesting interpretation of the general phases of the subject. The next eight summaries are of theses done in fulfillment of the requirement for masters' degrees. They are investigations of problems more specific in nature than those of the first three studies. Various techniques are employed, the questionnaire, observation, survey of literature, etc. There is less obvious unity either in theme or in treatment than in

the three doctors' dissertations; but each investigation has an interesting contribution to make to the general subject. Often a particular phase of the work, a technique, a bibliography, some data assembled is more interesting than the conclusions reached.

An individual summary is made of each thesis; but the principles indicated in the theses are assembled into one inclusive summary.

INDIVIDUAL SUMMARIES OF ELEVEN THESES

I. The Genesis and Growth of the Progressive Movement in Education¹

A. Purpose of the study

1. To investigate the nature and extent of the philosophical, psychological, and pedagogical principles as demonstrated in the educational endeavors of that period of the Renaissance from 1300 to 1600.
2. To contrast these findings with the theories, principles, and methods of the progressive movement in education in the United States from 1896 to 1930.

B. General aim

1. To investigate the influence of the humanistic ideals on education.
2. To ascertain if the contribution of the classical revival to our educational inheritance shows its effect upon the objectives, curricula, and organization of modern education.

1. Mulhall, Sister Leonita, The Genesis and Growth of the Progressive Movement in Education, Doctor's dissertation, Cincinnati University, 1931

C. Method of investigation

1. "The method of historical inquiry following lines of development and expansion."¹
2. "A survey of the fields of Renaissance and progressive literature by a process of research to recognize the agreements and to deduce conclusions."²

D. Material included

1. The historical setting of the Renaissance.
2. The annals of a creative epoch.
3. Early evidences of the progressive movement.
4. The heritage of the progressive movement.
5. Progressive attitudes that liberalize education.
6. Psychology; the sponsor of the progressive movement.
7. Philosophy that vitalizes the progressive movement.

E. Findings and conclusions

1. "The comparative study of the educational endeavors of the Renaissance with the promulgated theories of the progressive movement revealed:
 - a. "That the creative age of the Renaissance was not a sudden spontaneous resurrection of intellectual life. It was a continuous, progressive, uninterrupted movement. It was a reconquest of the world of thought and action from the dawn of civilization by the mental energy of a new age.
 - b. "That education is a conscious evolution of principles, organization practices, assimilated experiences, and patent efforts of succeeding generations, rather than the accomplishments of one people, one nation, or one epoch.
 - c. "That a study of the Renaissance or of any specific age will supply generalized data for guidance in educational procedure, but will not uncover principles that will solve the problems of another age. To effect a solution of such problems would require the adjustment of racially differentiated natures, needs,

and functions, to a unified course of procedure, which is impossible.

- d. "That the ideal of self-development and highly perfected individuality as emphasized by the humanistic leaders was the greatest of the many factors that made possible the glories of the Renaissance.
 - e. "That the methods of the Renaissance are in perfect concord with those of progressive education; that in no qualities is the former radically inconsistent and essentially irreconcilable with the latter; and that there is a fundamental unity in the educational world.
 - f. "That the liberal education of the Renaissance labored to develop individuality, to stimulate exact scholarship, and to urge the human mind to inquiry. It endeavored to advance culture by emancipating man from narrow provincialism, to establish correct postulates on the relation of education to work, and to level the barriers of social distinction.
 - g. "That psychology is the most important factor in determining the marked variation in the creative epochs of education. The significant experimentations made in this field have advanced the educative process by giving to the progressive educator a tested body of truths concerning such vital problems as; the nature of the child, the influence of heredity, and environment, and the law of learning."¹
2. Several concomitant results of the study are enumerated, the writers own orientation in the subject of education being not the least. She concludes her study with a comparative summary of Renaissance and progressive education and an enumeration of the limitations of progressive education.
3. The Renaissance educators recognized the importance of the size of the class, the physical conditions of the school, and the desirability of location. They made too little provision for differences in capacity, expected the same success from all, underrated receptive abilities, and unduly stimulated productive abilities.

1. Op. cit. p. 153

4. Modern education is distinguished from all others in that it shows the growth of a body of tested thought; it shifts from a static to a dynamic state; develops a conscious social control; emphasizes the fundamental elements of learning, stimulates initiative, awakens originality, and arouses the creative impulse.
5. Progressive leaders are developing a school where the child will live a normal life, engaged in fruitful studies and activities to produce a being thoughtful, cultured, social-minded. But progressive education is in need of a descriptive psychology of the creative art. It must organize a course of study about centers of interest; it is in need of organized textbooks, is limited in methods of measuring and diagnosing by the want of accepted grade and age norms; and it is hampered by traditional practices associated with subject matter and curriculum.

The most significant findings for the purpose of the present study is that progressive education has its genesis in the humanism of the Renaissance.

II. The Social and Psychological Background of the Progressive School Movement¹

A. Purpose of the study

1. To give an over view of progressive education as a social phenomena in order to facilitate a sympathetic understanding of the values it seeks.
2. To make intelligible, through panoramic views, its welter of conflicting currents.
3. To give a comprehensive picture of the social trends giving rise to progressive education.
4. To analyze the psychological concepts which it uses as tools.

1. McNutt, Franklin Holbrook, The Social and Psychological Background of the Progressive School Movement, Doctor's dissertation, Ohio State University, 1932

B. Procedure

1. This treatise attempts to
 - a. Define progressive education
 - b. Picture the social background that gave it birth
 - c. Catalog and evaluate its psychological instruments
 - d. Venture a prognosis of its further development.
2. Definition is made through description.
3. This is an interpretative thesis, interpreting history from the view point that regards history as an account of man's response to his environment.
4. It is a simple naturalistic point of view, quite free from the mystical or the supernatural.

C. Findings

1. The progressive movement in education is defined through description.
2. The movement as a whole lacks cohesion and organic unity.
3. Its specific schools vary from the "Rightwing" (conservative) of devices to adjust a conventional curriculum to individual differences by provisions for socialization. The "Leftwing" that abandons curriculum, methodology and guidance towards objectives, and follows the lead of the child.
4. These divergences may be ascribed to social confusion, divergent weighting of values, and the influence of psychological references.
5. The ends sought by the progressives are
 - a. Liberation of the dynamic forces inherent in the organism in such a manner as to achieve effective, creative, integrating behavior.
 - b. Growth
 - c. The integrated personality

- d. A unique individuality
 - e. A liberated intelligence
 - f. Social insight
 - g. A social disposition democratic in character
 - h. Knowledge and skills
6. The progressive movement is a shift in emphasis

<u>From</u>	<u>To</u>
a. "Fixed curriculum	General objectives
b. Supervision	Counsellor
c. Subject matter	Traits
d. Compulsion	Interest
e. Prearranged stimuli	Student activities
f. Drill	Learning
g. Type response	Unique response
h. Knowledge	Character
i. Education as preparation	Education as life
j. Dissected subject matter	Unit treatment
k. Segmented development	Whole child
l. Education as rehearsal	Education as adventure
m. Acceptance	Inquiry
n. Indoctrination	Student government
o. Memorization	Thinking
p. Departmentalization	Integration
q. Content focus (teacher)	Pupil focus (teacher)
r. Teacher purpose	Pupil purpose
s. Militarization	Social participation
t. Listening	Active exploration
u. Single text	Source material
v. Formal rooms	Subject matter laboratory
w. Robots	Respected personalities
x. Competition	Social reciprocity
y. Standardization	Differentiation
z. Recitation	Learning situations
aa. Assignments	Group plan
ab. Supernatural explanation	Naturalistic outlook" ¹

7. The social background of the progressive movement is the frontier and the industrial revolution.

a. The frontier

- (1) Destroyed or modified many habits brought from Europe
- (2) Destroyed cast
- (3) Sloughed off culture
- (4) Disguised the fundamental difference among men
- (5) Conditioned in the people a certain outlook and group of related traits that have come to be regarded as characteristic of the American people.
- (6) Frontier traits are
 - (a) Sturdy individualism
 - (b) A cooperative tendency
 - (c) A vigorous democratic outlook
 - (d) An experimental attitude
 - (e) An emerging self confidence
 - (f) A belief that man is master of the scheme of things
 - (g) A tendency to regard women as peers
 - (h) A mutual respect that stopped short of tolerance
 - (i) An aspiration for a social order that would guarantee to each all of the possibilities of his individuality consistent with a similar guarantee to others
- (7) These traits are not due solely to the frontier influence nor are they individually peculiar to the American people.
- (8) It is in the aggregate, the combination, the integration into a national character that they differentiate the American people from those of the Old World
- (9) The frontier traits that dominate the American genius flower in the progressive school movement in which
 - (a) The full realization of the possibilities of the dynamic organism is sought
 - (b) Individuality is guarded
 - (c) A balance is sought between individualism and cooperation
 - (d) The experimental outlook is cultivated
 - (e) Self-confidence is cultivated
 - (f) The democratic principle is dominant
 - (g) The strenuous life of social usefulness is sought

- (h) Work is a virtue
- (i) The passion of any evangelistic movement is engendered

b. The industrial revolution

- (1) There was a conflict between traits indicated by the frontier and those conditioned by the industrial revolution. The industrial revolution fostered such traits as:
 - (a) The tendency to seek favor and advancement through flattering and agreement with those in power.
 - (b) Paternalism in American industry
 - (c) Loss of importance of the individual
 - (d) Appearance of social and economic castes
- (2) This conflict is reflected in current educational turmoil.
 - (a) The old school reflects traditions and the industrial revolution
 - (b) The new reflects the frontier trait groups and its democratic aspiration
- (3) The progressive school is a frontier revolt
- (4) The progressive school movement is an aspect of the current revolt of the frontier genius. Its values are, in the main, the values of this indigenous American spirit. The traits it seeks to perpetuate are these indigenous traits. True to its frontier heritage it fights for that social control which shall preserve the fruits of the revolution without destruction of the individual.
- (5) Since the American genius and the progressive school movement have so many values in common, it is not unreasonable to identify the latter as a phase of the former. The progressive movement is indigenous to the American people and many of its sources take root in the three-hundred year frontier.

8. Psychological background of the progressive movement

- a. Two questions are stated and the evidence bearing on them investigated

- (1) Is the fundamental nature of the human organism such that the social organism essential to realization of the American dream in the realm of possibility?

The evidence is not conclusive. A fair judgment seems to be: there is nothing in the fundamental nature of the human organism to prevent the realization of the democratic order. There is evidence to encourage belief that such realization is possible. It is worth the trial.

- (2) Are the instrumentalities used by the progressive school valid for the preservation of the characteristic traits in the absence of the frontier and for the development of the individual in ways making for the realization of the American dream?

The progressive school techniques are valid for the inculcation of the traits thought of as indigenous to the American character, even in the absence of the frontier; but out of school factors are powerful and in some cases subversive. The instrumentalities used in progressive schools in securing liberation, integration, and creative behavior are more nearly in keeping with the conditions under which learning occurs than are those of schools of other types. The progressive school is an effective instrument, only, in the service of a social program such as the American dream. Were other traits and other types of individualization prized the progressive school technique would not only be useless, it would be subversive.

D. Prognosis

1. For the indigenous trait-group

- a. The indigenous trait group is doomed to change. With the added complexity of life mutual dependence grows and the weightings shift to put cooperative traits at a premium. The total weightings still encourage individualism but there is every prospect for a gradual

shift of emphasis from the individual to the social traits.

- b. The trait group may be expected to master the industrial revolution in the interest of the individual.
- c. The trait group may expect a certain reenforcement even though the frontier is gone. Frontier learnings will probably become general.

2. For the progressive movement in education

- a. The progressive movement will have its intellectualistic aspects profoundly modified as it comes to include the great mass of teachers. When the profession at large accepts and uses frontier learning it may be said to have become progressive but it will bring with it into the progressive school a tendency to weight situations in terms of its unscrutinized, emotional bias and custom to the neglect of highly intellectualistic ends.
- b. Progressive education will contribute to the persistence of the frontier trait-group and to the mastering of the industrial revolution in the interests of the individual.
- c. As the trait-group is modified so will the progressive school practice be modified. Emphasis will shift from individual to social traits.
- d. The movement will rationalize its program.

Though this dissertation includes both the sociological and the psychological backgrounds of the progressive movement in education, the major part of the discussion is devoted to the sociological discussion. The principle observation, from the point of view of the present study, seems to be that the progressive movement is an outgrowth of the frontier trait-group. It expresses the revolt of the

frontier type of democracy against the industrial revolution; and it may be counted upon to preserve the frontier trait group to American life after the frontier is gone and to lead the industrial revolution into ways that give more account to individualism while it is progressively changing to modify the rugged frontier individualism into a democratic social group-consciousness.

III. A Critical Study of the New Education¹

An appraisal of some of the principles of the new schools in terms of the philosophy of Christian education.

A. Purpose of the study:

1. Critical evaluation
2. To sift the new education and to gather the truths which it contains for incorporation into Christian education.
3. To show that so long as progressive education keeps within the realm of fact, of the economic and social changes of the modern world, of the empirical study of children, and the best methods of child development, it arrives at valid conclusions; that its findings which lie in the domain of experience are valid; that its interpretations in terms of the philosophy of change are invalid and become inadequate to account for facts.

B. Procedures

1. To give the meaning of the progressive education movement and its present state of development
2. To understand it in its being and becoming

1. Raby, Sister Joseph M. A Critical Study of the New Education. Doctor's dissertation, Catholic University of America, 1931.

3. To analyze it as an essential outgrowth of the present and the past
4. To examine its deficiencies
5. To show its possibilities for integration into Christian education

C. Material included:

1. Progressive education as it is today
2. The development of the new education: social factors, psychological factors
3. The excesses and defects of the new education
4. The valid in the new education
5. A consequent and proper integration

D. Summary of findings:

1. Progressive education, its meanings and development
 - a. It starts with the child
 - b. It develops the school in which child interest and experience lead to a program of freedom and activity
 - c. It provides a varied and enriched environment
 - d. It appeals to the interest of each individual child
 - e. Individual capacities and abilities are observed, encouraged, directed, and supplemented
 - f. Individual development is sought not alone along individualistic lines but along lines of the development of the whole child
 - g. "Progressive education is a world-wide movement in the schools and homes to make these agencies serve society more constructively in this changing life. It is not new; it is as old as education itself. It is not a panacea rejecting accepted beliefs, adult

judgment, and tradition. Rather it is a fresh approach to the study of the child . . . It is an integral part of all social, economic, political, and religious movements which seek man's highest welfare."¹

- h. The new education movement has sprung up in widely scattered places with little or no concerted effort, a spontaneous movement in response to the demand for education adapted to modern times and the modern child. Most new schools are a result of the demand of parents for a better education for their children.
 - i. The movement is not primarily academic. It is a combined product of influences, social, economic, psychological, and philosophical.
2. The new education, its being and becoming
- a. It is the result of many causes, the two main currents being the social and the psychological.
 - b. Social: Education is a social process, conceived of as a way of getting youth ready for participation in the life of society, mirroring consistently the thinking and the living of a people, and including all of the agencies which accomplish the socialization of the child. School is only one such agency. It is a social institution representing the formal education of youth, complementing life as a whole, and including those activities which have had to be abandoned by other agencies. The school is a follower, not a leader, institution. It is usually a step behind the times subject to demands from every form of social need. The school of today has for its environment modern industrialism and the complexities of a machine age which have affected extra-school conditions through
 - (1) Loss of the industrial character of the home
 - (2) Changed methods of production, of food, clothing and shelter
 - (3) Growing urbanization of American life

1. Op. Cit., p. 12

- (4) Increased leisure
- (5) The character of modern amusements
- (6) Industrial stratification
- (7) Increasing employment

Each of these factors increases the demands upon the school.

- c. Psychological: Child study is as old as humanity. Our Lord was the first to tell the true place of childhood. During the Renaissance some Christian educators believed that schools should be a pleasant place with play as well as work. The modern attempt to understand childhood received its first impulse from Rousseau. Pestalozzi, Herbart, Froebel, the theory of evolution, and experimental psychology, all contributed to the present consciousness of childhood. Listening schools were firmly established before 1900. These schools scarcely met demands for changes correlative to changes in society and in the understanding of the child. The influences, social and psychological, did not effect corresponding school procedure, because these very influences contained within themselves the elements which neutralize their progressive character and which strengthen the traditional school. The two men who gave most to the direction of educational thought, to harmonizing the social and psychological demands and contradictions were Francis W. Parker and John Dewey. Francis W. Parker made the child the center of education. He was a constant advocate of the correlation and unification of the curriculum about the present needs of the child. John Dewey's theories contained the new education as it is today. He expressed all of the essential concepts of the new education before 1900 in various short essays, and embodied the principles in his laboratory school.

The main question concerning Dewey's educational ideas is to what extent is his philosophy of experimentalism an integral part of his educational theories. If the two are

inseparable, the development of the new education becomes practically identified with his philosophy. It is generally taken for granted that this is true. The accepted theory is to start with Dewey's pragmatism or instrumentalism or experimentalism, and then show that his activity school is a corollary. The matter seems to be not so simple as this.

E. Summary of the discussion concerning Dewey's philosophy

1. Since Dewey's educational theory was expressed and tested out in practice before the advent of experimentalism, it follows that the present identification with experimentalism is accidental.
2. The attempt of the opponents of pragmatism to decry the new education as an intrinsic outgrowth of experimentalism is unjustified. Any corresponding attempt to praise progressive education for the same reason is unjustified.
3. Dewey's educational theories prove an ideal medium for the leavening action of his later explicit pragmatism. They were the result of a sincere attempt to find an education suited to a child in society, rather than an endeavor to exemplify a preformed philosophy.
4. The valid in Dewey's educational theories is in direct proportion to their foundation on an objective analysis of the child and society and in inverse proportion to their impregnation with a philosophy of change.
5. Therefore, while the new education is undeniably associated with Dewey's educational theories it is only accidentally and not necessarily bound up with his philosophy.
6. The combined influence of Parker and Dewey helped to give direction to the conflicting factors in the educational thought which is basic to the new education.
7. Their influence is not exclusive, however. They were crystallizing ideas that were already in the air. A changing civilization was making change

in education necessary. Parker and Dewey analyzed the changes and saw the nature of the needed changes in education; but awareness of the situation was in all thinking minds.

8. The new education as it is today thus appears as a conflict of many tributary and intermingling causes, chief of which are the social and the psychological influences.

F. Criticism of the new education

Radical reorganization of the curriculum fails to consider certain aspects of the nature of learning and fails to provide adequate preparation for living in a democracy. The excesses which mar the pedagogical soundness of the new education are chiefly the result of the philosophy; and the defects are due to a disregard for the recommendations of educational psychology and to a failure to profit by the mistakes of earlier generations of teachers.

G. The valid in the new education

If the connection between the new education and the philosophy of experimentalism were essential rather than accidental the new education would stand or fall with experimentalism. Many principles of the new education may be accepted without accepting the philosophy of experience, principles which rest upon a foundation of truth which the philosophy of experimentalism knows nothing of, on the true nature of the child. The new education is a method, a means of helping us attain the ultimate aim of education, a method which is in accord with the nature of the child as God made it. From its actual experimentation with children and not from its philosophy, the new education has reached many valid truths and discovered valid ways of directing learning.

H. The principles of the new education worthy of incorporation into Christian education

1. The concept of the whole child and integration of the self through thoughtful purposing.
2. Recognition of the importance of starting with child experience and child interests, and the

correlative necessity of developing these interests in the light of desired outcomes.

3. The realization of the role of child activity and of freedom understood as opportunity for activity to go on.
4. Provision for creative self-expression and for consideration of the individual child.
5. The notion of attendant learnings.
6. The conception of the social situation as affording helpful learning conditions and as developing necessary social qualities.

I. A consequent and proper integration

As a result of the sifting, a number of truths have been gathered together which, because they are true, are Catholic. To the new education belongs the credit of rediscovering and of reemphasizing these truths and of directing the learning of children in their light. It is but proper that these truths be incorporated into the body of Christian education. In this integration, the new education will gain more than it gives. It will gain life. Catholic education will profit by the assimilation of principles which have been shown to be in harmony with child nature and with the conditions of modern democracy.

IV. The Influence of John Dewey Upon the Progressive Education Movement¹

A. Purpose of the study

1. To determine the influence of John Dewey on the progressive education movement.
2. To determine definitely, as far as possible, how widely his influence has spread in the United States.

B. Method of investigation:

1. A survey of educational literature.

¹ Tyrell, Catherine. The Influence of John Dewey Upon the Progressive Education Movement. Master's Thesis, Claremont College, 1931

2. A questionnaire to 208 representative educators asking for information concerning their contact with Dewey, their attitude towards his theories, their use of his books, etc. to determine the spread of his influence.

c. Material included in the study:

1. A brief survey of education from the time of the oriental systems that antedated Greece and Rome to Dewey
2. A brief statement of Dewey's philosophy and educational ideas taken largely from My Pedagogic Creed¹
3. A description of the progressive movement as it is today with a list of schools which endorse its principles
4. A description of schools and experiments in which Dewey's ideas are put into practice
5. A study of the answers to the questionnaire

d. Summary of findings:

1. Dewey's ideas are "the peak reached thus far in education."² Many of his beliefs can be traced back to the thinkers of the past but his interpretations and combinations are new. The changes in educational procedure and the development of the progressive education movement during the last thirty years are largely due to his influence.
2. The following data was assembled from the 121 questionnaires which were returned:
 - a. 28% of those answering had been students of Dewey
 - b. 72% had had no direct contact with him
 - c. 67% had studied under someone who claimed to be an interpreter of Dewey's philosophy
 - d. 73% of those who studied under an interpreter named Kilpatrick

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1. Dewey, John. My Pedagogic Creed. New York, E. L. Kellogg & Co., 1897
 2. Tyrell, Katherine. The Influence of John Dewey upon the Progressive Education Movement. Claremont College, 1931.

- e. With the exception of two administrators, those who had had contact with neither Dewey nor an interpreter had read Dewey's books
 - f. Four individuals claimed not to have been influenced by his writings
 - g. 15% of persons answering said that they were in sympathy with Dewey's philosophy
 - h. 84% believed in his theories with some modification
3. The most widely read of his books as determined by the same questionnaire:
- | | |
|--|----------------------|
| a. <u>How We Think</u> | read by 86% of those |
| b. <u>Democracy in Education</u> | 86% answering |
| c. <u>School and Society</u> | 79% |
| d. <u>Interest and Effort in Education</u> | 70% |
| e. <u>Human Nature and Conduct</u> | 45% |
| f. <u>Moral Principles in Education</u> | 33% |
| g. <u>Quest for Certainty</u> | 28% |
| h. <u>Experience and Nature</u> | 14% |

4. Conclusions drawn from questionnaire responses:

- a. Deweyism has been felt, at least, over the whole country. In most cases it is being passed on as one of the best, if not the best, of the educational theories of today. Many who take a middle ground have leanings toward Dewey because they use his books as texts or references in teacher training classes. The number of people involved in this study is not representative of the United States in general; but when it is considered that the majority are training new teachers, their attitude may be taken as a trend and their influence recognized as broad.
- b. Dewey's influence is widely felt in foreign lands. His books have a steady foreign circulation. Of 9,000 copies of Experience and Nature¹ which were sold, 100 went to London and 100 to Tokyo. An English edition was published in London. Interest and Effort in Education² was translated into German,

- 1. Dewey, John. Experience and Nature. Chicago: Open Court Publishing Company, 1925.
- 2. Dewey, John. Interest and Effort in Education. Boston: Houghton Mifflin Company, 1913.

Portugese, and Armenian. Moral Principles in Education¹ was translated into French. Human Nature and Conduct² has an English edition and was translated into German and Spanish. Many copies of Quest for Certainty³ have been placed in England, France, Italy, China and Japan. Experience and Nature⁴ was translated into German. Democracy and Education⁵ was supplied liberally in China, Japan, the Philippine Islands, and Australia.

V. Elementary Education as Shown in PROGRESSIVE EDUCATION Magazines 1924-1929⁶

A. Purpose

To investigate the newer tendencies in elementary education.

B. Organization

1. Chapter 1 traces the history of the progressive movement.
2. Chapter 2 deals with practices in progressive schools.
3. Chapter 3 shows what some public schools are doing in the way of experimentation.
4. Chapter 4 sets forth certain philosophical and educational problems.
5. All chapters show the scope of the movement.

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1. Dewey, John. Moral Principles in Education. Boston: Houghton Mifflin Company, 1909.
 2. Dewey, John. Human Nature and Conduct. New York: Henry Holt and Company, 1922.
 3. Dewey, John. Quest for Certainty. New York: Minton Balch and Company, 1929.
 4. Dewey, John. Experience and Nature. Chicago: Open Court Publishing Company, 1925.
 5. Dewey, John. Democracy and Education. New York: The Macmillan Company, 1916.
 6. Charlton, Lucille. Elementary Education as Shown in PROGRESSIVE EDUCATION Magazines. Master's Thesis, George Peabody College, 1930.

C. Material

The entire contents of the volumes of Progressive Education for the years 1924 to 1929, inclusive, were read. Those articles or parts of articles that helped in the solution of the problem were used.

D. Summary of findings

1. Characteristics of the movement

The point of greatest emphasis in the new education is in viewing learning as a whole. Inquiry and growth in life's activities is regarded as the most important learning with instrumental knowledge, techniques, and skills as secondary.

2. History

From 1875 to 1919 isolated experiments were carried on. In 1919 the Progressive Education Association was organized in an effort to weld the links of experiment into one chain.

3. Publication

The official organ of the association, Progressive Education, was first published in April 1924.

4. Practices

Progressive private schools have been using the freer, more creative type of work without ultimate loss in essential fundamentals. A number of public schools are adapting the procedure effectively. The cost need not be prohibitive.

5. Demands

Educational leaders are demanding a science of education, some organization of worth-while content, and a type of teacher training which will fit teachers to be guides of children who are actually solving problems.

6. Scope of the movement

The movement is world-wide.

VI. A Study of the Principles of Education Underlying "Activity" or "Project" Teaching in Progressive Elementary Schools¹

A. Problem

1. "To make a comparison of those principles which reputable writers in the field of elementary education hold regarding the process of learning with the characteristic practices, which are known as project teaching, and which are being employed in the elementary grades of modern progressive schools: in order to discover which of the practices are most nearly in accord with the most fully approved principles."²
2. Minor problems
 - a. What are the commonly accepted principles of education?
 - b. How can it be decided who are the experts in the field of elementary education?
 - c. How can the order of importance and value of the principles be decided upon after they are found?
 - d. Where can one find the characteristic practices of teaching that most nearly exemplify the philosophy of purposeful activity?
 - e. How shall this literature be selected?
 - f. How will the relation of principles to practices be shown?

B. Procedures

1. Criteria were set up for deciding experts in the field of elementary education.
2. Principles were listed from many sources.

1. Roome, Elizabeth. A Study of the Principles of Education Underlying "Activity" or "Project" Teaching in Progressive Elementary Schools, Master's Thesis, North Carolina University, 1931.

2. Ibid., p. 1

3. Principles were validated by reference to the writings of experts.
4. Practices were compiled from the work of teachers who are recognized as having sufficient understanding of this type of work to demonstrate its use in practice.
5. Criteria were set up for practices which should be included.
6. Practices were validated by reference to the writings of experts.
7. Comparisons of practices and principles were made.

C. Findings include:

1. Twenty experts in the field of elementary education listed and ranked.
2. A bibliography of certain books of these experts compiled for use in the validation of principles.
3. A list of principles of education with each principle validated by page references to the writings of the experts.
4. A list of characteristic practices used in project teaching in progressive schools with each practice validated.
5. The fifty-four most fully validated principles of education in order of their ranking with comparison tables made to show frequency of use in the practices listed.
6. A restatement of the principles most fully exemplified in practice.
7. A statement of the principles most neglected in practice.

D. Conclusions:

1. Twenty experts in the field of elementary education as finally determined

Bagley, W. C.
Bobbitt, F.
Bode, B. H.
Bonser, F. G.
Chapman, T. C.
Charters, W. W.
Dewey, John
Freeman, F. N.
Gates, A. I.
Judd, C. H.

Kilpatrick, W. H.
MacMurray, C. A.
MacMurray, F. M.
Norseworthy, N.
Parker, S. C.
Rugg, H. O.
Terman, L. M.
Thorndike, E. L.
Washburne, C.
Wood, T. D.

2. The important principles of elementary education which are most fully exemplified in practices of progressive schools in project teaching:

a. Guidance

- (1) Education must provide guidance in the choice of objectives, methods, and materials in order that the most educationally valuable experiences be chosen.
- (2) Economy of learning is facilitated by guidance.
- (3) Learning is most effective when there is freedom to select, under guidance, objectives, procedures, materials, and standards of evaluation.

b. Problem solving

- (1) Education is the steady development of pupil's ability to analyze problems.
- (2) Children should be free to think for themselves even to the point of revising or rejecting what is now thought by many adults.
- (3) Instruction must be judged by the extent to which it is fostering initiative and inculcating motives.

c. Mental and motor activity

- (1) To be educative, activity must be guided from the random, aimless sort into useful and rational forms.

- (2) The child and his activities are the center around which his education is organized.
- (3) Activity to be educative should lead to further or continued educationally valuable activity. This is growth, the goal of education.

d. Interests, motivation, and purpose

- (1) Education depends upon interests to furnish motives for the acquisition of knowledge and for the formation of right habits of thought and action.
- (2) A whole-hearted purpose that fulfills the wants of the learner produces an interest that carries the learner through difficulties and the unpleasant features of the work.
- (3) One factor that should decide what children ought to learn and do is adaptation to intellectual and practical needs which children can then and there appreciate. This factor is the chief determinant of their interests.

3. The principles seemingly most neglected by progressive schools:

a. Moral and ethical conduct

- (1) Education should help the child to substitute desirable tendencies for those which he has that are harmful.
- (2) It should help him to attain worthy ideals of good moral character and to associate these ideals with worthy acts.
- (3) It should be responsible for the actual formation of definite habits of good moral conduct.

b. Social life

Education should lead individuals to harmonize

their own wants with the wants of mankind and to seek to facilitate the fulfillment of those wants.

c. Problem solving

- (1) When mechanical types of behavior fail to meet situations adequately, consciousness comes to the fore and helps in adjustment or adaptation to the situation.
- (2) Education should provide for acceptance and application of scientific methods of thought and action by all people so as to cause them to substitute thought for emotional reaction in problematical situations.

d. Habit forming

- (1) Habit is a modification of behavior, executive, emotional, and intellectual, consequent upon experience.
- (2) Increase in efficiency in any activity involves the addition of new reactions and the building up of new and the abandonment of the old reactions. It involves combination and integration.
- (3) Satisfaction should accompany or follow successful responses and annoyance accompany or follow inadequate responses.

E. Summary of conclusions:

1. There is fairly close relationship between the characteristic practices of the progressive elementary schools studied and the principles of education most fully approved in the writing of experts in the field of elementary education.
2. The principles listed under "Moral and ethical conduct" are neglected is probably not true. The appearance of neglect may be due to the fact that few statements of practices are worded so as to make the relationship to moral conduct evident.

3. The tendency to neglect the teaching of organized facts and concepts of social and national worth is well-founded.
4. Progressive schools have been criticized for neglect of these practices, for lack of emphasis on a scientific method of thought, and for not planning for a steady development of ability in reasoning.
5. Principles listed under "Guidance" and as "Mental and motor activities" underlie many practices because of the expertness of the teachers, perhaps.
6. There seems to be a need for the training of teachers for the work. The type of training indicated as desirable includes broad scholarship, a knowledge of child psychology, and the principles of learning, and a well integrated knowledge of the concepts of philosophy which underlie project or activity teaching.

Interesting features of this thesis are the enumeration of the principles of elementary education and the technique used to validate them. A list of principles was compiled from many sources. Then a search was made through certain writings of each of the twenty-four educators chosen as experts in the field of elementary education for reference to the principles listed. Each principle was studied separately and the page noted on which any reference was made to it. A typical validation included references to thirteen experts, fifteen books and thirty separate page notations. A computation scheme was worked out and a validation score given to each principle. The above-mentioned principle had a score of 30. The highest validation score, 50, and hence the first place in order of importance was

given to a problem-solving principle which was found to be neglected in practice.

"Education must consciously provide for the steady development of the pupil's ability to analyze problems, to synthesize and organize educational experiences."¹

The fifty-four most important principles of education chosen on the basis of validation score, and classified offer a concise and useable outline of the general theory of elementary education.

VII. Criteria for Selecting and Judging Activities²

The thesis Criteria for Selecting and Judging Activities was included in this study of research on progressive education because of the close relationship between progressive education and an activity program.

A. Statement of the problem

1. The theory of children learning through their own activity has been widely accepted. The results are radical changes in curricula which have become more than outlines of subject matter and which suggest rich and varied activities in which children participate with interest and through which learning results.
2. This theory leads to the questions:
 - a. Are we standardizing certain schoolroom stunts which are familiar and neglecting certain other experiences which would rank high if measured by certain criteria?

1. Op. Cit., p. 71

2. Morrison, Nellie C. Criteria for Selecting and Judging Activities, Master's Thesis, Teachers' College, Columbia, 1931.

- b. Are we studying children and then trying to pick out many, varied experiences which are suited to their needs and which will lead to growth?

B. Purpose

1. To establish a psychological and philosophical foundation for evaluating activities or units of experience
2. To set up criteria for evaluating activities.
3. To make a scale which will show why certain experiences are more desirable than others according to these criteria, with a view to applying such a scale in selecting activities to appear in courses of study.

C. Procedures

1. Analysis of all activities suggested for second grade in eight courses of study to determine the need for activity analysis.
2. The determination of bases for criteria from three sources:
 - a. Educational principles set up by certain experimental schools where activity programs are commonly used.
 - b. Educational principles concerning activity work as set up by prominent educators.
 - c. Previously determined criteria for judging activities.
3. The making of charts:
 - a. One to show the policies of the experimental schools
 - b. One to show the views of educators
 - c. One summarizing the criteria from the three sources
4. The formulation, rating, and weighting of criteria for judging activities.

D. Findings include

1. A list of activities suggested for second grade in eighty-one courses of study with the frequency with which each one is mentioned.

The list includes a total of 154 types of units covering all subjects. Indian life units appeared twenty-five times, Eskimo life twenty-one times, and playing store thirty-five times.

2. A list of leading educators chosen for study:

Kilpatrick	Bonser
Courtis	Horn
Dewey	Judd
Bobbitt	Bagley
Rugg	Counts

3. A summary of educational principles used in setting up criteria for judging activities:
 - a. Education is the direction of the child's natural activities.
 - b. Activities should be selected by the teacher and pupils, the teacher having certain criteria in mind.
 - c. The teacher is a partner in making plans for work, a guide in the direction of the course of an activity.
 - d. Subject matter should be organized according to the needs of the learner.
 - e. Work should be organized in large units with smaller ones going on at the same time.
 - f. The goal is growth.
 - g. There should be provision for a wide use of material, especially of environmental material.
 - h. Growth should be checked with objective tests.
4. Four criteria for evaluating activities with a weighted rating scale totaling 800 points, each criterion subdivided into rating factors weighted for ease in scoring activities.

E. Criteria for evaluating activities:

Score

1. "The activity must be selected from real life situations; that is, it must be related to the present living experiences of the children, not merely of adults.

200

Rating factors

- a. Was its origin one of the following 75

- (1) Suggested by children because of past experience.
- (2) Suggested by children because of present needs.
- (3) Chosen because the teacher so set the stage and showed its value that the group accepted the teacher's purpose as their own.

- b. Were there indications that the activity was accepted wholeheartedly? 50

- c. Was it related to the out-of-school environment of the child? 75

2. "The activity must provide for individual differences (in background, interests, capacities, and abilities). 100

Rating factors

- a. Did it stimulate many kinds of activity? 50

- b. Was it hard enough to challenge? 25

- c. Was it easy enough to insure some degree of success? 25

3. "The outcomes of the activities should be such that the child will be better able to direct wisely his own behavior in relation to future situations. 525

Rating factors

- a. Was the purpose of the group in carrying on this activity accomplished? 75

- b. Did it provide opportunities for the children, with the teacher's help, to judge, choose, and evaluate? 75
 - c. Did the successful completion of the activity necessarily involve one or more of the following 100
 - (1) Fields of subject matter or content which are accurate, worth while, and representative of the big aspects of life.
 - (2) The exercise of desirable habits and attitudes in a situation as life-like as possible, e.g. cooperation, courtesy, friendliness, promptness, honesty, fair-play, thrift, etc. 75
 - e. As far as possible did the activity reproduce an actual life situation? 50
 - f. Did the activity likely result in broadening interests and more discriminating appreciations? 50
 - g. Will it meet not only present needs but also prepare for forthcoming problems and emergencies? 50
 - h. Were the children made conscious of their success or growth by applying an objective test (if the activity was of such nature that an objective test could be applied) or by summarizing in some manner the results of the activity? 50
4. "The activity should be one which can be most economically and effectively carried on in school. 175

Rating factors

- a. Were the results obtained economically in point of view of time used? 50
- b. Was it practicable in point-of-view of schoolroom materials and equipment? 50
- c. Would it give proper range and proportion to the totality of educative influences, when school and out-of-school experiences are combined?¹ 75

F. Limitations and problems involved

- 1. Since the criteria are to be applied to written accounts of activities certain considerations have had to be omitted. The following are added criteria, necessary but not possible of use without knowledge of previous experience of each group engaged in an activity.
 - a. "The experiences at any one time will be a growing that comes connectedly out of the past and leads more connectedly into the future.
 - b. "The succession of experiences must be varied, rich, and well-balanced."²
- 2. In judging activities, methods of teaching cannot be separated from the subject matter involved.
- 3. Many of the criteria and rating factors do not have the same significance throughout the elementary school.

1. Op. Cit., p. 23-24
2. Op. Cit., p. 24.

VIII. Educational Principles and Art Practices in Progressive Schools I

A. Purpose of the study:

To compile the educational principles and art practices found in the first four grades of ten progressive schools with a view to ascertaining their relationship.

B. Method of development:

1. The basis for selection of the ten schools was the reading of pamphlets, booklets, and courses of study secured from many schools to find whether or not they subscribed to the principles set forth by the Progressive Education Association. Ten schools were chosen for study.
2. As an approach to the study, the reading was organized under three headings, the transition from the old education to the new, self-expression in art, and the child artist. Books and magazine articles were read and surveyed for the information which they gave. A compilation of educational principles was made from books and articles written by members of the faculties of certain schools and from pamphlets, booklets, and courses of study secured from the ten progressive schools.

C. Schools studied:

1. Francis W. Parker School
2. Walden School
3. The Community School
4. Lincoln School
5. Ethical Culture School
6. Modern School
7. Park School

1. Moore, Lucy Hunt. Educational Principles and Art Practices in Progressive Schools, Master's Thesis, George Peabody College, 1932.

8. Edgewood School
9. Tower Hill School
10. The City and Country School

D. Conclusions:

1. There are three general conclusions expressing the substance of the educational principles and art practices that are practically inseparable.
 - a. Emphasis and value are placed on self-expression.
 - b. The child must come in contact with many different materials.
 - c. Art expression is a vital part of school work.
2. "It is believed that art practices in progressive schools have a soundness and vitality due to their foundation in the educational principles of the school that the more formal art programs in other schools do not have. When art expression is a natural outgrowth of child experiences, when it is a living, inseparable part of the class work, there is a gain in knowledge and love of creating that could not be had if art were treated independently as a separate subject. It is hoped that the value of art expression as an integral part of education may be suggestive to public schools where formal programs of art yet prevail." ¹

IX. The New Education Applied to the Intermediate Grades of the Public Schools ²

A. Purpose:

1. To show what modern educational philosophers now consider the highest aims of the schools

1. Op. Cit., p. 87

2. Hoss, Lulu B. The New Education Applied to the Intermediate Grades of the Public Schools, Master's Thesis, Indiana University, 1931.

and what learning methods they find most effective in realizing these aims.

2. To show how this new philosophy may be established in the traditional system with practically no change in subject matter, equipment, time nor concession to high grade achievement.

B. Procedure:

1. To determine the recognized leaders in the field of progressive education fifty interested people representing grade teachers, college professors, etc., were asked to name five thinkers whom they regarded as authorities. Dewey's name led all the others. Rugg and Kilpatrick followed.
2. Definitions of progressive education was derived from the writings of the three men.
3. The fundamental principles of the philosophy of the new education were determined by a study of the writings of Dewey, Kilpatrick, Rugg, Courtis, Bobbitt, Bagley, and Overstreet.
4. An activity curriculum based upon the Indianapolis course of study and time allotment for 5A was prepared.

C. Findings include:

1. A historical survey of the progressive movement in education.
2. Definitions of the new education formulated from the writings of Rugg, Dewey, and Kilpatrick.
3. An explanation of the philosophy of the new education as expressed by these and other writers.
4. A typical activity program.
5. Suggestions for the administration of an activity school.

D. Conclusion:

1. The distinction between old schools and new are arbitrary. All schools are rapidly becoming

new schools.

2. The theories of the new education are already established in many schools.
 - a. Classrooms have been made attractive.
 - b. Learning has become a happier process.
 - c. Opportunities are offered for initiative, leadership, and creative self-expression.
 - d. Learning by experience has succeeded memorization and class recital.
 - e. Children are now given larger controlling interests in their own education.
 - f. More freedom is allowed.
 - g. Friction due to large classes and teacher domination is passing.
 - h. The need for coercion has diminished.
 - i. The school tends to feel that its own failure to meet the needs of children is responsible to a great extent for the enforced discipline still in use.
3. New education is a phrase used by current writers to denote a larger point of view and a different emphasis rather than any totally new conception of teaching.
4. All philosophies are as old as human thought. The philosophy of the new education is little more than a new assemblage and application of old theories. In fact, the new process of learning by experience is one that antedates all schools. The social and democratic ideal has long stirred the desire of educators, but the school which actually put it into practice is new.
5. The experience method has been slow to gain the confidence of public schools because of the time it requires to insure learning. The period for child training is short. There is much to be learned in a brief span. Children must become

good citizens, efficient workmen, real home-makers, and contented members of society. The educational experts and laymen have piled up requirements for the school to meet until classes must now be rushed through the day at top speed. There must be more facts, more drill and more tests. In the end it is discovered that children are sliding through immune from education. Human nature will not be rushed; minds refuse to be crammed. Society is incensed over the resulting economic and intellectual waste. Educational philosophers have met the challenge with the new school. They now urge less knowledge and more creative thinking, less emphasis on what is taught and more on how it is taught.

X. Problem Solving Situations in Two Types of Elementary Schools I

A. Purpose:

1. To gather and analyze two types of data: that gathered from observation in schools, and that secured in interviews with teachers.
2. To reveal the nature, origin, number, and variety of problem solving situations in typical elementary schools.

B. Procedure:

1. The writer made one hundred observations in elementary schools and compiled the data in two divisions making the divisions comparable. The time spent in each observation was kept constant. The observations were planned to sample comparable grades and phases of school work. All observations were made in the elementary schools of two cities.
2. Controlled interviews were held with eight elementary teachers in an effort to get their points of view on questions concerning problem-solving situations.
3. A search was made through many books to locate material pertaining to the subject, to get

opinions of authors familiar with both types of school.

4. Observations were classified as of type "A" or type "B" schools, the types being defined by pictures of contrasting classroom procedures type "A" showing the characteristic atmosphere and procedure of a progressive school, type "B" the traditional listening school situation.

C. Findings include:

1. Parallel pictures of two classroom situations, "A" and "B" which include careful explanation of classroom situations together with verbatim records of all that transpired during the observation period in each room. Utilizing these two situations as types, all subsequent situations are classified as type "A" or type "B".
2. Definitions and illustrations of problem situations. The definitions are compiled from writings in the field of educational psychology.
3. A series of matched observations of classroom situations analyzed into their problem-solving elements.
4. Matched reports of interviews with teachers of both types.
5. Summary of values in problem-solving situations
 - a. Social values to the child
 - (1) A feeling of social responsibility to solve his own problems.
 - (2) Cooperativeness, willingness, and ability to work with others.
 - (3) An appreciation of the variation in personalities and points of view.
 - (4) A spirit of social service, a desire to contribute to the importance of life for all people
 - (5) A spirit of friendliness, of mental give and take

(6) Adaptability

(7) Social orientation and social mindedness

b. Intellectual values to the child

(1) Ability to think clearly and rigorously
and the habit of so doing

(2) Curiosity

(3) Imagination

(4) Ingenuity and resourcefulness

(5) A critical attitude, the habit of testing
conclusions

(6) Open-mindedness

(7) A keen appreciation of the complexity of
human life and its problems

(8) An appreciation of dependence on others

(9) Earnestness and persistence

(10) Meticulousness, infinite patience, and
thoroughness

(11) Ability to suspend judgment until the
problem is solved

(12) A progressive attitude

(13) A scientific spirit

(14) Originality

(15) Wide breadth of interest

(16) Discretion, foresight, and insight

c. Emotional values to the child

(1) Self-confidence

(2) Self-respect

(3) A feeling of freedom and responsibility

- (4) Vitality, energy
 - (5) Enthusiasm
 - (6) Inspiration
 - (7) Ambition
 - (8) Ability to exercise self-control
 - (9) Sincerity
 - (10) Sympathy
 - (11) A happy spirit
- d. Problem-solving situations are of value to the teacher because they
- (1) Reduce disciplinary troubles
 - (2) Reduce failures
 - (3) Individualize instruction
 - (4) Avoid a monotonous curriculum
 - (5) Provide for teacher growth
 - (6) Stimulate the teacher into broader fields of thinking
 - (7) Provide for variety in subject matter
 - (8) Provide for a variety of ways of doing things
 - (9) Aid the teacher in determining the capacity of her group
 - (10) Provide the teacher with equipment for keeping the curriculum many-sided
 - (11) Provide for the social life of the teacher with the group
 - (12) Provide for repetition of subject matter in a variety of situations which does away with monotonous drill

(13) Provide for interest and spontaneity

(14) Provide for a wholesome atmosphere

(15) Link subject matter with thought

D. Conclusions:

1. Problem situations are essential to growth.
2. "A" type schools furnish many problem situations.
3. "B" type schools furnish few problem situations.
4. To furnish problem situations "B" type school must
 - a. Create an environment conducive to problem solving. The school must be a child's world in which every minute is profitably employed, a world in which the life of the school becomes a succession of useful occupations and agreeable activities.
 - b. Organize the school on a life basis.
 - c. Recognize the difference between activities that educate and those that merely train.
 - d. Refrain from divorcing mental activities from physical activities.
 - e. Begin with the abilities of the children.
 - f. See that the values of learning are not deferred values.
 - g. Encourage children to question.
 - h. Provide opportunity for children to move and speak.

XI. The Curricula of the New Schools Here and Abroad:
A Comparative Study¹

A. Purpose:

A comparative study of certain progressive schools

1. Bowie, Arthur. The Curricula of the New Schools Here and Abroad: A Comparative Study, Master's Thesis, New York University, 1931

here and abroad to show modern tendencies in curriculum making.

B. Schools chosen for study:

1. In the United States

- a. Horace Mann School
- b. University of Chicago Laboratory School
- c. Lincoln School
- d. City and Country School
- e. Beaver County Day School
- f. MacDonald County, Missouri, Experimental School
- g. Walden School

2. In Germany

- a. Landerziehungsheime
- b. Freie Schalgemeide
- c. Community Schools

3. In Belgium

Decroly Schools

4. In Russia

Social Labor Schools

C. Method:

A brief discussion is given of each school listed. The discussion is based on one or two references for each school.

D. Summary and conclusions:

- 1. It was determined that the so-called new schools of Europe and the United States have certain definite characteristics in common. There are differences, of course, due to different national ideals.

2. The common trends

- a. The World War is responsible for many present day theories. With the break-down of civilization from 1914 to 1918 people turned to education as a means of averting another cataclysm.
- b. There is unanimity of feeling that the builders of a better future must be well-informed, self-directed thinkers trained in the art of living, not merely prepared for life.
- c. The creation of an informed, thinking citizenship requires
 - (1) Provision for interests and needs of the individual child
 - (2) Encouragement of creative expressions through utilization of play, dramatics, construction, and exploration
 - (3) Development of cooperative ability
 - (4) Use of conditions and activities of the environment and experiences of the pupils as a starting point for further educative experiences
 - (5) Freedom for the teacher in adjusting and selecting work for individual needs
 - (6) True correlation and integration of school subjects with each other and with life experiences
 - (7) Freedom for the child to develop self-control, self-discipline, and the other traits of character needed for efficient, individual, and social life.
 - (8) Recognition of the dignity of labor
 - (9) Scientific evaluation of the subjects of the curriculum
 - (10) Opportunity for youth to create its own world and culture under the guidance of

sympathetic adults who still feel the spirit of youth itself, and respect its manifestations in others.

A SUMMARY OF THE PRINCIPLES OF PROGRESSIVE EDUCATION
STATED OR IMPLIED IN THE RESEARCH STUDIES

Definitions

Education is the direction of the child's natural activities. It includes all of the agencies which accomplish the socialization of the child of which school is only one.

"New education" is a phrase used by current writers to denote a larger point of view and a different emphasis rather than a totally new conception of teaching. "Progressive education" is synonymous with "new education".

Progressive education is a great social movement in schools and homes to make these agencies serve society more constructively in this changing life. It does not reject accepted beliefs, adult judgments, nor traditions; rather it is a fresh approach to the study of the child. It is an integral part of all social, economic, political, and religious movements which seek man's highest welfare. It is the remarkable growth of certain aspects of education, a new evaluation of component parts. Fundamentally the movement is a question of child and society. It may be defined as a new attitude towards the child. It is synony-

mous with individuality plus freedom plus initiative, plus activity, plus socialization. It is a psychological organization of elementary education. It has been called educational revolution. It is a reaction to the traditional or listening school, where teacher and subject matter hold the stage to a progressive school which is a place of happy activity with the child as the proper center.

Goals

The goals of progressive education are expressed in terms of behavior, habits, attitudes, integrated personality, creative self-expression, and tolerant understanding.

The goals are:

The complete growth of the child: growth in self-reliance, intelligent behavior, knowledge and classic culture; growth that involves inner principles as well as outer forces.

Liberation of the dynamic forces inherent in the child in such a manner as to achieve effective, satisfying, behavior; a liberated intelligence and release of the creative energies of the child.

The integration of personality in the interests of consistent behavior. The harmonious development of the whole child, which includes respect for his personality and regard for his physical well-being.

The development of the individual through the direction of child life in accordance with child nature.

The development of a unique individuality.

Social development of the individual through social efficiency.

To make character education a quality of all education

and to perpetuate such socially desirable traits as

- Cooperation
- Courtesy
- Friendliness
- Promptness
- Honesty
- Fair play
- Thrift
- Tolerance
- Creativeness
- Fearlessness
- Openmindedness
- An experimental attitude
- Self-control
- Self-confidence
- Independence
- Initiative
- Challenge
- A willingness to follow in many fields
- An appreciation of human interdependence

Knowledges and skills (regarded as goals only by conservative progressives) usually regarded as instruments to other ends.

The creation of an informed-thinking-citizenship by assisting children to become good citizens, efficient workmen, real home makers, and contented members of society.

The scientific study of pupil development to meet the manifest human needs of a modern industrial democracy.

The development of a type of education which attempts to meet the needs of a changed society and a changed conception of childhood.

Appreciation of national ideals, interdependence of people, and international good-will.

The following points are occasionally given as goals, but more often described as instrumentalities for achieving broader goals.

A curriculum based on the nature and need of childhood and youth

Freedom that consists of intelligent self-direction

Self-expression

Interest as the motive of all work

The teacher as a guide

Cooperation between home and school

Attitude of progressive education toward the child

This has been called the century of the child. Childhood is no longer thought of as a mere preparation for adulthood. Progressive education is dedicated to childhood. It starts with the child and makes a fresh approach to the study of the child. New conceptions of child development and child training directing attention to his nature and needs are the core of the new education.

The progressive's attitude is termed child-focused or child-centered. Child growth rather than subject matter is the center of the school's activities. All progressives are child-focused but from a variety of causes. Some regard child personality as sacred; with some the viewpoint arises from a deep religious belief; with others from a deep love of children. Some accept the philosophy of vitalism which regards the child as an unfolding organism superior to environment. Some are influenced by Freudianism with its attendant fear of complexes, inhibitions, and frustrations.

A basic premise of the new education is: the child is an active being. The child and his activities should be the center around which his education is organized.

The child is a person with an intellect capable of conceiving ends and a will capable of desiring those ends and of directing the effort necessary for their attainment.

Progressive education insists upon the full development of the child. One author says the development of the whole child is summed up in the words, integration of personality, which means the ordered, unified development of various powers, a personality integrated within, and integrated into the environment, a personality which is social as well as individual. The conception of the whole child is a Christian conception. He is a creature composed of body and soul and made to the image and likeness of God.

Progressive education studies the child to find ways of directing his learning in accord with child nature and child experience. It considers his physical wellbeing a major concern of the school. It considers society and the child as correlative, first, in that the best development of the child is realized in social living; and secondly, in that society is best served by the individual development of its members.

Attitude of progressive education toward the individual

An outstanding characteristic of the progressive school is an intense effort for development of the individual. The unique individuality is jealously guarded. Individual capacities and abilities are observed, encouraged, directed, and supplemented. The child must be educated and developed as an individual with his own powers and interests as the basis of all activity. Individual development is sought not along the lines of individual powers but through the development of the whole child. Schools realize that they are teaching children of varying interests and capacities, that each individual has three elements of power, creative, directive, and executive, and that progress is an individual thing. In the progressive school asocial forces of individuality are tempered by cooperation. Children act as individuals in a social group.

Attitude of progressive education toward society

Education is a social process and the school is a social institution. Education has always been conceived as a way of getting youth ready for participation in society. There has been a slow and gradual change from emphasis upon the individual and personal elements in education to emphasis on the social element, the value of being prepared to live in an organized society. Social efficiency

is the end and aim of education and it is produced through active participation in the work of the school as an institution of society. The new education recognizes the efficacy of social situations in affording helpful learning conditions and as developing necessary social qualities.

The child is not merely an individual; he is a social being. Integration of personality includes the child and society. It means the development of the whole child by, through, and for participation in an embryonic society--the school.

Starting with experience the child must gradually acquire the social inheritance, acquire it not merely by listening but by participating in integrated social situations, by cooperation. The attendant learnings of responsibility, cooperation; etc., come of social situations. They give the necessary freedom for following up interests. A socially cooperative attitude toward people of other places is encouraged and a deep realization of interdependence of the people of the world is fostered. Youth must be permitted to create its own world and culture under the guidance of sympathetic adults.

Attitude of progressive education toward democracy

The progressive school movement is dominated by democratic principles. Our responsibility to children is bound

up with our faith in democracy. We believe in equal opportunity for each individual in relation to his powers. We have unbounded faith in the common people and their possibilities.

The environment of the school is our industrial democracy. To prepare children for intelligent participation in the environment the school becomes a democracy of youth.

Attitude of progressive education toward life

Formal education has always been complementary to life as a whole, and has consisted of activities which other agencies have been forced to abandon. Progressive education sees school as a part of life, a place where children go on living naturally, actively, socially, under the guidance of the teachers, with learning as a consequence. It holds that the best preparation for tomorrow is living to the full today.

Influences and contributions of related fields

The progressive education movement is not primarily academic. It is a product of combined influences, social economic, psychological and philosophical. It has solicited the cooperation of the related fields of philosophy, psychology, physiology, and biology. These have contributed an understanding of nature, the laws of learning and the application of knowledge to social, industrial, and ethical

problems. The two main currents contributing to the character of the progressive movement are the social and the psychological; but the progressive attitude toward the newer, creative aspect of education is the resultant of the combined forces.

Philosophy

Philosophy is an indispensable vitalizing force in all education. Educational philosophy has for its domain the application of the truths and principles substantiated by pure philosophy to the practical conduct of life. It is the directing power in building habits, fostering attitudes, stimulating ideals, and determining the goals for the educative process.

A new philosophy of education, characterized by a humanistic attitude, has emerged. It is generally called the new education. In this philosophy the approach to knowledge and the use of knowledge must be dominated by interest in human beings, by devotion to their development in power and freedom. The new philosophy is little more than a new assemblage and application of old theories. Its fundamental principles are joy of learning, disciplined freedom, individuality for a social environment, and learning to think. It urges less knowledge and more creative thinking, less emphasis on what is taught and

more on how it is taught.

It is generally taken for granted that the new education is practically identified with Dewey's philosophy, that it begins with his pragmatism of experimentalism with the active school as a corollary. Dewey's theories contain, at least implicitly, the new education as it is today; but his educational thought is not the result of his experimentalism. They are concomitant developments, having the same root; but the experimentalism is not the basis of the educational theory. The educational theories were the result of a sincere attempt to find an education suited for a child in society rather than an endeavor to exemplify a preformed philosophy. While the new education is undeniably associated with Dewey's educational theories, it is only accidentally and not necessarily bound up with his philosophy.

The facts of the new education imply a Christian philosophy. One needs the light of reason to see that life is more than democracy, that the whole child transcends the limits of biology. The new education rests not upon experimentalism but on a foundation of truths which the philosophy of experimentalism knows nothing of, on the true nature of the child.

Psychology

To understand progressive education one must have an insight into the psychological concepts used by its proponents; must know why certain concepts are accepted, others ignored. An analysis of the psychological concepts which progressive education uses as tools is difficult because the field of psychology is divided into schools, each with its peculiar viewpoint. It is likely that each has many elements of truth; but many of the concepts of each are challenged from some quarter.

Learning

There are several commonly accepted principles of learning in the psychology of progressive education. The pupil's mind is no longer to be on learning or studying but on doing whatever the situation calls for. Learning is the result. Real learning does not take place unless there is pleasure or satisfaction in the response. The development of any capability requires something comparable to appetite in the nutrition of the body. Satisfaction as the result of correct response to stimulus is provided either because the process involved carries an intrinsic appeal to the child's nature, or because the process is a means to a desired end. Too much direction in the learning process results in training rather than education.

Learning can not be a mechanical process; it must be a happy one. Learning involves knowledge, skill, and character. Each of these must be studied. Learning must be self-initiated and self-directed.

The principle of the learning frontier is advanced by some progressives. Irrespective of the school of psychology followed, one can conceive of the individual as a growing sphere, the periphery of which is his learning frontier, the point of growth and assimilation. Within the learning frontier of each child all runs smoothly, habitually. On the frontier are found the situations of greatest potency. Situations beyond the frontier are remote. The individual is oblivious to them. The progressives turn to a sure index of the learning frontier, child-focus. The child never fails to indicate his frontier. If given freedom of action his disturbance reveals it unerringly.

Another learning principle of the new education is that of attendant learnings. Concomitant or attendant learnings are simultaneous and inevitably so. School situations which most effectively provide such learnings are those in which learning is organized about purposeful activities in accord with pupil interests and needs with opportunity for freedom of action in pursuing the interests and needs.

The new education has reached valid truths and discovered effective ways of directing learning from its actual experimentation with children.

Growth

Growth has two factors; internal possibilities, and the external conditions on which it depends. One conception of growth confines it to some inner principle of life which makes each individual complete within himself. This inner principle, if not interfered with by external forces, will lead the individual into a development which is peculiar and appropriate to him. According to this view there is no sense in determining in advance in what direction a student should go. There are no ends, aims, content or method to be predetermined. Another conception of growth includes the external conditions as a factor together with inner possibilities. In this view the value and need of direction and guidance is admitted, and the possibility of weighting the environment to produce growth in predetermined direction.

Habits and traits

A generalized habit, differing only in complexity from simple habits, can be formed when the stimulating element exists in an enormous and varied number of stimulating situations; and the corresponding response element is of

value in reducing the disturbance aroused by them. Generalized habits appear when the environment, either intrinsically or through artificial manipulation, weights the stimulating element in many situations; thus giving great value to the responding element.

Traits are the elements in the responses that give them quality. One may be said to have a given trait when the quality it represents appears characteristically and consistently in many and varied habits. Traits are generalized habits that arise when many differing stimulating situations have in them an element that places at a premium a corresponding element in the varying response. The greater the weighting of the element in the stimulating situations, the more surely the corresponding responses will appear.

In school organization, traits of some description are certain to be formed; because in the varying situations certain elements are bound to be weighted.

Psychological ideas underlying Dewey's theories

Mind is not a fixed entity, rather a period of growth; hence the child cannot be thought of as a small adult. Mind is essentially social and it depends to a large extent upon its social environment for development. Action must precede thought and grow into it. Subject matter must be

seen as a process of development having its beginnings in the individual child. Knowledge must function, or it is not truly acquired. It must bring about changes in the general habit of thought and behavior.

Biology

An increasing group of educators are turning to modern biology for the sanctions of practice. Modern biology does not justify the goalless school. It repudiates the lack of guidance of those who follow the lead of the child. In modern biology learning is growing in the physical fact.

Social forces

The school is generally recognized as a powerful social instrumentality.

It is agreed that an important function of the school is to transmit the social inheritance. The education of youth has consistently mirrored the thinking and living of a people. A changed and changing society needs a changed and changing school, but the school is a follower not a leader institution. It is usually a step behind the times. It is subject to demands from every form of social need, the more complex society, the more varied the demands. Vested interests, social, religious, economic, and cultural, attempt to impose their own modes.

The school is called upon to meet the demands of all of the changes in home and community life. The machine age affected extra-school conditions through the loss of the industrial character of the home, changed methods of production of food, clothing, and shelter, urbanization, increased leisure, character of amusement, industrial stratification, and increasing unemployment. In the early days life was lived outside of school. There was no demand for enriched experiences in school. Life provided enrichment and experience in play and work. The school today has for its environment modern industrialism and the complexity of the machine age. Life has lost touch with earth. Children do not see through modern living to the origin of things. There devolves upon the school the duty of giving the child the experiences that living used to give.

From the point of view of society, progressive education is an attempt to develop the kind of education needed in the changed and changing conditions of contemporary life. It is an educational corollary to the evident fact of change seen in modern industrial society. It is called progressive to indicate that it has changed and will continue to change to fit the economic and social developments of the day.

Instrumentalities

The instrumentalities which are recommended and used to achieve the goal or purposes of progressive education are:

- Varied, pupil activity
- Freedom
- Self-expression and creative expression
- Child experience
- Suitable environment
- Teacher guidance
- Interest as the motive for work
- Pupil initiative
- Learning to think
- Respect for individual differences
- An abundance of varied materials
- Rich social life with pupil participation
- Fruitful studies
- The whole of the world's culture
- Opportunity for the child to make choices
 - to suffer from his errors
 - to experiment
 - to conquer
 - to profit from his own creative ventures
 - to search for new and better instrumentalities
- Deeper interpretation of intellectual achievement
- Attention to nutrition

Activity

Basic to the new education are the ideas that the child is an active being, that activity is the stimulus and center of learning, and that freedom is the opportunity for activity to go on. Activity, physical, emotional, mental, individual and social, is a necessity because of child nature. An activity is an act in which the whole child is engaged.

There are different views of activity among progressive leaders. The radical view holds that merely to be active is all that is required. One kind of activity is

as good as another. Guidance and choice of activity destroys part of its learning value. A less radical view holds that mere activity does not insure learning. It must be determined what activities are educative. They should be suggested by curricula. The teacher must guide and stimulate the group into those activities which seem most desirable.

The activities should be selected by the teacher and pupils, the teacher having in mind certain criteria, the children choosing or accepting whole-heartedly the purposes or activities which they wish to carry out. The children are influenced in their choice by past experience, present needs, or by their acceptance of the teacher's purpose as their own. They are encouraged to make suggestions and to express their desires for activities related to the activity in progress and to plan ways and means of working out their activities.

Authors give various criteria for choosing activities as educative. The activity should be selected from real life situations; it should be related to the out of school environment of the child. It should not only meet present needs but prepare for forthcoming problems and emergencies. It should promote the natural joy of the children in activity. It should give proper range and proportion to the totality of educative influences when school and out of

school experiences are combined. It should lead to continued, educationally valuable activity or growth. It must provide for individual differences. It should be hard enough to challenge yet easy enough to insure some degree of success. The purpose of the group in choosing the activity should be possible of accomplishment. The activity should involve the exercise of desirable habits and attitudes in a situation as life-like as possible. It should provide opportunities for the children to judge, choose, and evaluate. It should be practical under school conditions. It should involve fields of subject matter of content which are accurate, worthwhile, and representative of the big aspects of life. Activities should be chosen which lead to an increased knowledge and appreciation of art, music, literature, science, and other subjects which lead to an appreciative understanding of workers in various fields and to our mutual interdependence for the necessities of life. Younger children should be led to choose activities that involve the use of large muscles.

The outcomes of the activity should be such that the child will be better able to direct his own behavior in relation to future situations. The activity should result in broadening interests and discriminating appreciations, in a scientific method of attacking problems, in an increasing stock of ideas and clearer concepts of meaning.

Concomitant and associate learnings of much value in character building accompany activities of the purposeful, evaluated type. Individuality is achieved through activity.

Activities should be guided through to completion. The children should be made conscious of their growth by applying objective tests, if the activity is of such a nature that an objective test may be applied, or by summarizing, in some manner, the result of the activity.

An analysis of social life reveals ten groups of activities in which all individuals ought to engage, nurture, maintenance, recreation, homebuilding, production, self-improvement, exchange, government, cooperation, and communication.

The terms project and activity are used interchangeably by some authors. A project is defined as a whole-hearted, evaluated activity, purposed or recognized as worthwhile by the pupil. It is often problematical, and is carried to completion in its natural life setting, in a stimulating, social environment.

The activity principle has been known and recognized by Catholic scholars for ages. Christians anticipated the new education by centuries. This heritage has fallen into disuse in practice, however.

Freedom

The new education emphasizes freedom. It is the opportunity for activity to go on, the development of the power to choose wisely. It is intelligent self-direction. Far from being basic to progressive education, freedom is conceived of merely as affording opportunity for experience to take place. It is neither the beginning nor the end of education; it is a means inherent in child nature as God made it. It is closely allied with activity. Through it, individuality, integration, and the liberation of dynamic forces are achieved.

Children should be free to think for themselves even to the point of revising and rejecting what is now thought by many adults. The new school minimizes the formality of lines, etc. Children move about freely in accord with its standards of social and industrial efficiency. There is enough external freedom and informality at least to enable teachers to become acquainted with children as they really are. Schools vary in the amount of choice that students make. Children are not allowed to do as they please. They have neither the wisdom nor the experience that will enable them to satisfy their intellectual necessities.

The freedom in the new education is disciplined freedom. The discipline of the school proceeds from the life of the school as a whole and not directly from the teacher. Dis-

cipline comes through self mastery rather than through external compulsion. As the laws of learning are recognized conduct is largely reflex. Friction due to large classes and teacher domination is passing. The need for coercion has diminished. The school tends to feel that its own failure to meet the needs of children is responsible to a great extent for the enforced discipline still in use.

In Christian education freedom is a correlative of authority. The child is a free creature. His freedom operates within the limits of natural and divine law. Christian education does not, in the name of freedom, propose to develop in children the power of critical thinking that they may revise the moral law to suit a changing civilization; rather in order that they may evaluate and influence a changing civilization in the light of enduring truths.

Creative expression

All education has become a creative experience. The creative impulse is one with the urge for self-expression. It is the desire to translate an experience, an inner image into outward form. It seems to follow rich experience. The result is judged from the standpoint of its sincerity and truthfulness. It must satisfy the ideal of the person who creates. Creative expression does not mean freedom with license. It means margin enough to develop initiative, originality, and the power to execute and realize one's

own ideas. Creative activity is integrating. It focuses the organism and welds the behavior pattern. The progressive attitude toward it grew out of the conception of the whole child and the harmonious development of his powers.

Trends in creative education are stimulated by growth in psychological knowledge. The frontier of learning bears an important relationship to creative activity. It is on the frontier that those new resolutions of old response patterns occur. When attended by both freedom of action and the weighting of unique attack, the results are termed creative.

The progressive school places great value upon self-expression. It is not merely a fad but an attempt to consider all sides of child life. The progressive school places more value upon opportunity for expression and understanding than upon techniques and finished products. Creative work comes as a natural outgrowth of the teachers' and pupils' living together, richly and fully, where the children are encouraged to express themselves in socially desirable and original ways.

Every child is a natural artist, born with the power to create. This aesthetic side of the child has been neglected in traditional education. In progressive schools the opportunity allowed for self-expression has stimulated and en-

couraged creative effort. A greater freedom for both child and teacher has released the creative spirit. Joy and a life rich in interest is the result.

Creative music, art, and writing are important in the program of the new school, but the best known form of expression is in the field of creative arts. Every phase of living involves art expression. It is a vital part of school work. Two art values are recognized: the economic value in choosing articles that give a lasting satisfaction and a social value that comes from good appearances.

Art always starts in play. Work enters when the urge for perfection is felt. Art instruction should conform to the mentality and interests of children. There seems to be a positive correlation between drawing and general intelligence. Little children do not draw from objects; they draw from imagination rather than from observation. Young children are more interested in drawing the human figure than any other subject.

In art expression there must be judicious guidance in regard to technique. It should not be forced on children. Individuality of expression should be encouraged rather than conformity to a pattern imposed from without. The school ground and buildings provide an unusual opportunity for art teaching. When art expression is a natural outgrowth of child experience, when it is a living, inseparable part of

the classwork, there is a gain in knowledge and love of creating that could not be had if art were treated independently, as a separate subject.

The continuous process of self-expression, of making choices, of arriving at decisions should make for the emergence of a sort of individual who is conscious of his abilities, his tastes, his purpose, as well as his needs and deficiencies.

Experience

Education represents a conscious effort to increase the abundance of experience and power of expression. It is a process of experience. Learning by experience as a result of what children are doing has succeeded memorization or class recital. The new education recognizes the importance of starting with child experience, and building a firm, apperceptive basis of direct, concrete experience.

Experience is certain modes of interaction of natural objects among which the organism happens to be one. It appears as an affair of the intercourse of a living being with his physical and social environment. Child experience is what the child does, thinks, likes, and dislikes, when he is simply living the ordinary, everyday life of the child. He plays, fashions, builds up and tears down, looks at books, listens to stories, sings, hops, dances, scribbles, cuts, and draws.

In the new school children are provided with opportunities for many, direct experiences. An attempt is made to keep the succession of experience varied, rich, and well balanced, so that the experiences at any one time will be a growing that comes, connectedly, out of the past and leads, connectedly, into the future. The necessary enrichment of experience furnished by the school constitutes a social factor worthy of approval.

The new process of learning by experience antedates all schools, but experience remains the surest and best teacher.

Environment

The social and natural environment is utilized to guide activities into educative channels. A natural life setting is a miniature, simplified environment which children can control, but which contains the essential, important, educative elements that a real life setting has in it. The environment should be simple and beautiful, planned with the needs of childhood in mind. Schools should be placed in the open country wherever possible. Children just entering school should be brought into an environment resembling an ideal home, a pleasant place furnished with things children like to play and work with. There should be sufficient space for natural play. The child's physical well being demands space in which to move about, clean, well ventilated build-

ings, and access to the great out of doors.

Guidance

Education must provide for guidance of objectives, methods and materials in order that the most educationally valuable experiences be chosen. Learning is most effective when there is freedom to select under guidance. Economy of learning is facilitated by guidance.

In the extreme left wing of progressive education the principle is accepted without reservation that the best preparation for tomorrow is living to the full today, and the child is permitted to push his learning frontier as he wills without guidance. Other schools do not hesitate to weight the elements in the stimulating situations and exercise guidance while respecting the frontier theory.

The progressive program recognizes the complexity of guidance, but it is also aware of the dilemma which ensues when many, isolated, itemized objectives are used in the determination of successive training experiences. It depends upon the guidance of expert teachers.

Interest, purpose, motivation

Education depends upon interest to furnish motives for the acquisition of knowledge and for establishing habits of thought and action. The new education recognizes the importance of starting with child interests and the correlative

necessity of developing those interests in the light of desired outcomes.

The genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self, that it lies in the direction of the agent's own growth. A whole-hearted purpose that fulfills the wants of the learner produces an interest that carries the learner through difficulties and the unpleasant features of the work. Thoughtful purposing helps to provide a basis for the integration of self. Effort becomes a means of ascertaining an end seen as desirable. Child experience and child interest go together. The greater part of the experience of a child is organic with his interests and needs.

Interest should be developed through direct and indirect contact with the world and its activities, through the use and application of the knowledge thus gained. It should be developed through correlation between different subjects, and arrangement of the environment to suggest purposes which will be of value to the children.

One factor that should decide what children ought to learn and do is adaptation to intellectual and practical needs which they can immediately appreciate. This factor is the chief determinant of their interests. Children are interested in people, animals, what people and animals do,

and the activities of everyday life.

Progressive education deals with the child on his own level, with regard for his own interests, likes, and desires. It appeals to the interests of each individual child. It does not expect all of the children of a group to have identical interests and experiences. Intrinsic motives are used so effectively that extrinsic motives are neither needed or appreciated.

Recognition of the value of starting with the child's experience and interests is a Catholic view. It is the recognition of child nature as God made it. The way of thoughtful purposing, of effort to achieve goals of genuine interest to the child because they have arisen from his normal experience is in harmony with Catholic thought.

Initiative

The new education emphasizes the importance of opportunity for the exercise of initiative in order that the creative energies of the child may be released and that individuality be achieved.

Thinking, problem solving

A fundamental principle of the new philosophy is that children should learn to think. Education should provide for a steady development of the pupil's activity to synthesize and organize his educational experiences, to analyze

problems. Memorization is not thinking. A program of listening and reciting merely supplies materials for thinking. The school must go farther and see that acquired knowledge is used in creative thinking.

The progressive school depends upon problem solving or reasoning. A major concern is the provision for situations which stimulate thinking and induce or cultivate problem solving attitudes. Schools of the progressive type have many problem solving situations. Problems are sensed and solved by the children. The power of thinking is developed by freedom under guidance for purposeful activities and interests.

A problem represents the need for adjustment. Problems are not limited to adults or people of education, or to the field of mathematics. They are found in every subject of the curriculum, in incidental contacts of life in school, and in activities entirely outside of school. Whenever we thoughtfully search for means of dealing with doubt, perplexity, uncertainty, or difficulty, we are engaged in reflective problem solving. Whatever perplexes or challenges the mind so that it makes belief at all uncertain presents a genuine problem situation.

Problem solving situations are important and vital to youth. They promote a feeling of social responsibility for solving his own problems, social orientation, social minded-

ness, a spirit of social service, and a desire to contribute to the importance of life for all people. They develop an appreciation of variation in personalities and points of view, tolerance, cooperativeness, friendliness, a democratic spirit, adaptability, originality, discretion, foresight, curiosity, imagination, ingenuity, earnestness, persistence, meticulousness, patience, thoroughness, diligence, self-confidence, self-respect, self-control, sincerity, open-mindedness, a progressive attitude, a feeling of freedom and responsibility, the ability to think clearly and rigorously and the habit of so doing, the ability to suspend judgment until the problem is solved, a keen appreciation of the complexity of human life and its problems, an appreciation of the complexity of human life and its problems, an appreciation of one's dependence on others because of the complexity of life, and an understanding of one's inability to answer all questions wisely. They make the child an answer-finder instead of an answer-learner; they help him to meet new situations; they liberate intelligence, and widen the breadth of interest. He becomes scientific in spirit, sympathetic, enthusiastic, ambitious, happy, active and energetic.

Problem solving situations are important and valuable to the teacher. They provide equipment for keeping the curriculum many sided, provide for variety in subject matter,

link subject matter together and provide for its repetition in a variety of situations, provide for variety in ways of doing things and a wholesome atmosphere. They aid the teacher in finding the capacity of her group, and in individualizing instruction. They reduce the number of failures and disciplinary problems. They provide for the social life of the teacher with the group, and for teacher growth. They stimulate her into broader fields of thinking.

To create problem solving situations the attention of the school must be centered on the child. Education must begin with the abilities of children and recognize the distinction between activities that educate and those that merely train. Mental activities must not be divorced from physical ones and the values in learning must not be deferred. The school must be organized on a life basis with no artificialities. There must be an environment conducive to problem solving. Children must be seen and heard and encouraged to question. There must be definite training in responsibility through group activity, provision for the participation of the children, individually and collectively, in the general school activities, situations in which the children can give valid opinions, respect for their opinions, confidence in their ability to do things, regard for their best efforts. There must be provision for a multiplication of experiences, opportunities for the pupils to make moral

and intellectual choices independently, freedom for initiative, provision for individual differences, and all of the materials and help necessary for carrying on work. The activities of the school must be linked with the present living experiences of the child. They must be a challenge to his ability, and lead to something of larger worth and increased richness.

Social participation

An important characteristic of the new education is belief in social contact, communication, and cooperation upon a normal, human plane. The children participate in the school as in a community and cooperate with others toward a common end, respecting the rights of others as the best safeguard of their own. Progressive schools depend upon helping children to make civic life adjustments. They provide for further participation of pupils in the life of the school so that they will be prepared to meet the demands of adult life in the society of the world. They provide practice in social participation, cooperation, tolerance, and leadership. Children work in social groups similar to those found in life situations. Character grows through social experience.

Cooperation between home and school

The child's physical well-being demands close coopera-

tion between home and school.

Materials

For releasing creative energy there must be an environment rich in interesting materials and a wide use of environmental materials. The materials used must be those used in actual life situations or similar enough that the likenesses and differences are recognized by the children. The children must be encouraged to find materials for themselves where practicable, and whenever possible to use materials that are ordinarily wasted. They should be encouraged to use ingenuity and originality in adapting materials to their purposes. They must have access to a variety of materials, sufficient in quantity to carry on work.

The new school provides ample material in every medium for self expression. The method of teaching which rests upon a view of human life and the human situation determines, as far as it definitely can be determined, what materials shall be used and ways in which they shall be used in the classroom.

The new school

The social and democratic ideal has long stirred the desire of educators, but the school which actually put it into practice is new. Progressive education has developed a school in which child interest and experience lead to a

program of freedom and activity, a school in which the child lives a normal and happy life engaged in fruitful studies and activities, out of which will emerge the thoughtful, self-directed, self-disciplined, vocationally effective, social being capable of the highest appreciations and aspirations.

The organization of the new school is characterized by flexibility. It is mobile in its methods and its techniques. The work of the school is dynamic not static. There is an atmosphere of happy work, a general spirit of earnestness and joy in what is going on. There is freedom to go about jobs in halls and classrooms, a busy coming and going without harmful restraint. There is friendly and helpful mingling of little children, high school students, and adults. There is a cooperative spirit among the children and an appreciative understanding between pupils and teachers. There is careful supervision and guidance. School life approaches reality and becomes a wholesome medium for complete living.

In the progressive school, classrooms have been made attractive. Nothing is constant but techniques and ends sought. In certain of the schools ends sought are nothing more than present activity. Some activity schools have definite objectives and they constantly guide their pupils. There is the characteristic activity school disregard of skills, health, aesthetic traits, and emotional balance are

all integrated in the developing child through the welding effects of creative activity. The child, in the solution of its self-imposed but carefully guided problem is brought face to face with aggressive, dynamic forces. The aim of the activity school is to foster culture, scholarship, disciplined thinking, social-mindedness, and group consciousness.

The progressive school should be a laboratory where new methods are encouraged, where the best of the past is enriched by the discoveries of the present, and the result freely added to the sum of human knowledge.

Curriculum

The curriculum is a succession of experiences by which children learn the ways of life. Since they learn what they have experience in doing, there must be an activity curriculum. The curriculum is based on the nature and needs of childhood. Many progressives hold that there should be no fixed curriculum. While some radical changes in the organization of the curriculum may be desirable, it is possible to adapt the new education to ordinary school situations, even to a fairly rigid curriculum.

There must be an intellectual program, a course of study. It is to be in the mind of the teacher determining by its coherent outline all that he plans and does. There must be an orderly plan of studies that will make for the

development of an integrated self whether it be suggested or imposed. The plan will be different for each school and teacher, but the similarities in the teaching situations outweigh the differences. The threefold division of the course of study is self, society, and the world.

In the general principle of the potency of situations at the learning frontier, there is a serious objection to the course of study that prescribes the content to be studied, its arrangement, time, etc. Such courses are based on the probability that the child should be ready.

Curricula should suggest activities most likely to be educative. Subject matter should be organized according to the needs of the learner. In an activity curriculum there must be included both subject matter and method.

Criteria or determining factors for curricula do not have the same significance throughout the elementary school. Content material has increased significance in the upper grades.

Unit organization

In the new school program the units of learning are activities not subjects. They are variously named activities, projects, behavior units, conduct units, life units. Whatever it is called the unit must be a unit of experience and not of subject matter only, and there must be some indication that the unit includes real activity. The program

of units is usually built around subjects which interpret the fundamental phases of human life. A skillful arrangement of school work makes it possible for the life activities included in the curriculum to include all of the old, familiar subject matter. Not many of the new schools have abolished subjects entirely. Everyone uses subjects in the higher grades.

A conduct unit is a series of activities begun and carried on under the dominance of a separate purpose. It attempts to organize the content of many subjects around some central idea or purpose. It seeks an integration of all knowledge, attitudes, and skills having as its goal the integration of the child. Purpose and unity in the activities that constitute a unit are essential.

Various criteria have been set up for planning the unit of work. It must be life-like but not a replica of a modern community. It must be selected from real life situations and related to present, living experiences of children, not merely of adults. It must lead to worthwhile activities, and stimulate many kinds of activities so as to provide for individual differences. It must stimulate a desire for a continued widening of interests, and lead to the cultivation of desirable habits. It must be rich in cultural background and show the contribution of the past to the present. It must be accompanied by progress in the

use of the tool subjects. It must be difficult enough to challenge, yet easy enough to insure some degree of success. It must add to the child's efficiency. It must be considered worthwhile by the child because he feels that he has helped select it.

There are several ways of organizing the work of the year: developing all the interests and activities about one centralizing theme and making most of the work contributory to it, utilizing a succession of short units which may or may not be related to each other, using each for a few weeks or months; utilizing a number of short units related or unrelated running simultaneously throughout the year; utilizing one rich central unit and permitting the development of an infinite number of smaller units suggested by the main unit or by a new interest which the children have discovered; supplementing the units of study by specific subjects of study with periods set aside for the pursuit of history, mathematics, etc. No one method of organization of units has proved its superiority.

Methods and techniques

Good teaching is little more than providing the mental atmosphere as well as the physical environment in which learning goes on best. The new education is a method, a means of attaining the ultimate aim of education, a method which is in accord with the nature of the child as God

made it.

Progressive education sees method in terms of the conditions which must be fulfilled in order that study and learning will necessarily and naturally take place, and the conditions which must be present so that pupils will make the responses which cannot help having learning as their consequence. The teacher's aim and method are correlates of each other. The method of the teacher becomes a matter of finding conditions which call out self-educative activity and of cooperating with the activities of the pupils so that learning is the result. As the old frontier weighted the environment for its children, so must the new teacher weight in each situation the element which shall call forth the corresponding response, carefully balancing the values so that individuality may not suffer, and that social progress may be achieved.

Children should acquire knowledge, as far as possible, through the scientific method of first hand observation, investigation, experiment, and independent search for materials. Through these activities the world of abstract ideas is entered.

There should be no compulsion, no fear, nor external pressure in teaching. Opportunities should be provided for initiative, leadership, creative self-expression, and for assuming responsibility for conduct. Excursions provide the

means of getting firsthand, group experience from real-life situations lead into valuable activities, and provide information for use in problem solving. Participation in many activities provides practice in using correct forms of speech and clean expression. Children's vocabularies are enlarged and made meaningful through example, new experiences, and literature. Opportunity is given for developing skill and interest in reading, handwriting, spelling, and the fundamental operations in arithmetic, in natural life situations where the need for practice is most keenly felt. The need for drill arises in life situations and practice sufficient to complete the learning successfully is carried on by the children themselves in a wholehearted effective way. Real audience situations are provided as a stimulus to communication and as a check on its effectiveness.

Measurements and records

The new education questions the traditional system of measurement and marking. Many laboratory schools have abolished tests and marks altogether, but educators are fairly agreed that both intelligence and achievement tests have a value in classification and in determining the need for individual instruction. In activity schools where the curriculum is not based on subject matter, achievement tests may indicate progress and need for specific instruction.

need not be committed to any controversial point of view; but he must face controversial issues. He should be one who lives in creation.

A good teacher has in mind the general procedure which determines the major emphasis of the work. She is the guiding spirit. She stimulates the group into activities which seem most desirable. She is a partner in the making of plans. She finds conditions that call out self-educative activity. She suggests lines of activity without imposing domination. She helps the children to help themselves.

The teacher should be given latitude to express her own initiative and originality.

The training of teachers for progressive teaching should include a broad, general culture, knowledge of child psychology and the principles of learning, a well integrated knowledge of the concepts of philosophy underlying project or activity teaching, and training in the techniques of teaching under efficient, progressive guidance.

CHAPTER III

PRINCIPLES OF PROGRESSIVE EDUCATION DERIVED FROM THIRTEEN BOOKS

In this chapter the principles of progressive education that were isolated and deducted from thirteen books are classified and tabulated.

I. Education

A. Definitions

1. Education is a necessity of life.
2. Education is growth. Since growth is the characteristic of life education is one with growing; it has no end beyond itself.
3. Education is constant reorganizing of experience.
4. It is that reconstruction of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.
5. In the light of modern psychology, it is the development of the individual child up to the capacity of his talents and abilities.
6. It is the spiritual unfoldment of the child.
7. It is the continuous realization of chosen purposes.
8. It is the continuous remaking of life to ever higher levels.

the individual in the social consciousness of the race. This process begins unconsciously at birth, and is continuously shaping the individual's power, forming his habits, training his ideas, and arousing his feelings and emotions. Through this unconscious education the individual gradually comes to share in the intellectual and moral resources which humanity has succeeded in getting together. He becomes the inheritor of the funded capital of civilization.

4. The reconstruction of experience is social as well as personal. Progressive societies endeavor to shape the experiences of the young so that instead of reproducing current habits, better habits shall be formed, and thus the future adult society be an improvement on their own.
5. The deeper and more intimate education comes, without conscious intent, as the young gradually partake of the activities of the various groups to which they belong.
6. As society becomes more complex it is necessary to provide a special social environment which shall especially look after nurturing the capacities of the immature. This is the school.
7. The actual factors of the educative act are the child, the environment and the teacher.

C. The changing education

1. The world is in a period of exceptional educational activity. Education is changing. Aims, attitudes, curriculum, and method are changing.
2. The task of educational orientation is peculiarly difficult at the present time because the whole social organization is in process of change.

D. Causal factors in the changing education

1. Education is affected by this amazing epoch of transformation when men's minds are working, the world over, toward progress and reconstruction.
2. The most fundamental cause for a new conception of education has been the new industrial order.

3. The outstanding demands for a changed education seem to result from the intellectual, moral lag behind the material advance, from the decline of authoritarian morals, and from the shifting unknown character of the future.
4. The discoveries of science and inventions are a primary factor in change.
5. Life today is a relatively less efficient agent of education than frontier life.
6. The schools must take up the educative duties that are relinquished by other agencies.
7. The complexity of present life presents an educative difficulty.
8. Business today demands better education and offers less education in the way of apprenticeships, etc. than formerly.

E. Current needs in education

1. An intelligent moralization or well planned philosophy of education always underlying curriculum and practices.
2. Methods of attack upon unsolved social problems.
3. Strong moral characters with broadview social outlook and attitudes.
4. A creative type of education that will arouse students to think for themselves upon world problems, and help them to analyze, to judge, to discriminate.
5. Children must learn to adapt themselves to a situation that their teachers can only partially foresee.
6. A new and different kind of learning, methods, and attack effectual in novel situations must be stressed.
7. The discussion of controversial questions must be tolerated in education.
8. Education must prepare for a changing life and an unknown future.

F. Progressive education

1. Progressive education is a worldwide movement, a revolt against old forms. It is an example of the eternal battle between romanticism and classicism, between those who esteem spirit more than form and those who esteem form more than spirit.
2. It is part of the general progress which has become accelerated since the beginning of the present century, and which characterizes all institutions, social, political, and economic as well as educational.
3. It has all of the enthusiasm which characterizes great romantic movements. It is a Cause. It enlists parents and educators.
4. It is termed the new movement or the new education. In it a new breath of life animates forms that have become devitalized.
6. It implies an application of modern educational principles that will assure to the child a full benefit of the knowledge, wisdom, and guidance of the adult world.
7. It is as yet unformed, unstandardized. It contains within its fold many degrees of philosophy and practice ranging from extreme radicalism to conservative liberalism.

II. Educational goals

A. Functions of education

1. Child development is a necessary function of education.
2. It is a function of the school to develop appropriate ideals and to substitute worthy for less worthy ideals.
3. Education must care for all of the responses which an individual makes as he reacts to stimulating situations.
4. The general function of education is the direction, control, and guidance of the young into the life customs of the group into which he is born.

5. In a democratic program of education, the distinctive function of education is securing continued flexibility and preparing the way for social changes in the future.
6. Education may be an instrument for realizing the better hopes of man, a constructive agency for improving society.

B. Aims of education

1. The complete development of the child, of all of his powers and capacities, physical, mental, emotional, and social.
 - a. His capacity for understanding
 - b. His tolerant judgment
 - c. His ability to adjust himself effectively to the world around him
 - d. His potential power for improving the world through the release of his powers of creative self-expression.
2. The production of individuality through the integration of experience.
3. The acquirement of such values as individually and socially desirable character traits.
4. The acquisition of knowledges and skills.
5. The formulation of generalizations that will help meet the problems of life.
6. The recognition by children of the principle that they secure their own freedom in securing that of their companions.
7. The development of the discipline and judgment necessary for putting the same principle into practice.
8. Practice in desirable habits and attitudes.
9. The realization by each child of his full and best selfhood.

10. The development of progressively unified character.
11. The building of vision, a grasp of facts, and an ability to cope with facts as they are.
12. The improvement of the present life of the child in the belief that living more richly and successfully in the present will mean most to him and to others now and in the future.
13. The two greatest aims of all:
 - a. Tolerant understanding for the children of themselves and of the civilization in which they live.
 - b. Maximum development of their capacities of self-expression.
14. The goal of education is internal in the process. Continued growth is its essence and its end.
15. The preparation for citizenship

C. Educational objectives

1. Soundness of body
2. Skill of muscle coordination
3. Good habits of work and thought
4. Mastery of the tools of learning
5. Knowledge of the essential facts
6. Realization of the need for facts
7. Growth in knowledge of the sources of information
8. Ability and disposition to use the sources of information
9. An eager, intellectual curiosity
10. The habit of answering one's own questions
11. The ability to pursue knowledge independently

2. To help children to see that the needs of other people are like their own, but that there are essential differences and to find out why these differences exist
3. To encourage the habit of looking below the surface for reasons
4. To encourage the habit of asking thoughtful questions and of trying to find the answers
5. To help children to do better the things which they choose to do
6. To broaden their outlook that they might choose more wisely
7. To increase the reliability of thinking
8. To convert unthinking into thinking beings
9. To enable the individual to make his own place in society
10. In a democracy the primary purpose of education is the cultivation of common traditions and aspirations

E. Problems and responsibilities of education

1. To train our children for life as it is today
2. To give them their full heritage of knowledges and skills
3. To make them conform in certain ways
4. To prepare them to bring about a better tomorrow
5. To develop the powers of interest, energy, enthusiasm, and sacrifice
6. To find the kind of education which will train successive generations, while they are in the process of formation, with the problems that confront them
7. To discover the capacities of each individual and the attempt to cultivate these capacities to their fullest extent

8. To secure for each individual the power to ~~change~~ continually, to adapt skills, habits, and attitudes in the light of newly discovered knowledge
9. To teach each individual to meet the world's changing complexities
10. To make adequate provision for the enjoyment of recreatory leisure
11. To help the youth of today become adequate to the tasks of tomorrow
12. To recognize that the obligations of education are not to the intellect alone but to the full nature of man and woman
13. If the world is to be democratic the people must be taught democracy

F. Learning products and outcomes of education

1. Independence
2. Initiative
3. Understanding
4. Sympathy
5. Cooperation
6. Tolerance
7. Leadership
8. Unselfishness
9. Good manners
10. Good temper
11. A happy outlook on life
12. Intellectual avidness
13. Originality of thinking
14. Habits of research and creativeness

15. Ability to call all of one's resources to the solution of a problem
16. Control over best methods of attack on problems
17. Access to society's stock of useful data for the handling of problems
18. Free operation of intelligence
19. Practical judgment in complex life situations
20. Ability to carry tasks through to satisfactory conclusions
21. A sense that life is an experiment, a constant venture into the unknown future
22. General and flexible techniques as promise best to serve in an unknown future
23. Rich cultural tastes
24. Love of truth, beauty and wisdom
25. Excellence of esthetic judgment
26. Richness of esthetic experience
27. Cultivation for the enjoyment of leisure
28. Willingness to accept responsibility
29. Complete integration of personality
30. Individuality
31. All round growth consisting of growth in
 - a. Intellectual understanding
 - b. Attitudes of tolerance
 - c. Capacity for self-expression
32. Breadth of view
33. Felt relatedness of one's work with the rest of the social process

34. Interest in and cooperation with the social whole
 35. Additional interests in life
 36. Such dynamic outlook, insight, habits, and attitudes as will enable young people to hold their course amid change
 37. Many and exact meanings as the basis for thinking
 38. Increase in ability of young people to stand on their own feet and decide matters wisely for themselves
 39. All of the values of the older type of education including:
 - a. Form
 - b. Exactness
 - c. Faithful effort in the accomplishment of a set task
 - d. Intelligent understanding of the past as a basis for comprehending the existing order of things
 40. All of the new values in education essential in the light of a changing society including:
 - a. Courage and technique for questioning the present order of things
 - b. Creative ability applied to one's own life and to the building of a better social order
- G. Philosophy underlying the selection of educational goals
1. An aim denotes the result of any natural process brought to consciousness and made a factor in determining present observation and choice of ways of acting.
 2. General or comprehensive aims are points of view for surveying the specific problems of education.

3. The statement of an aim is a matter of emphasis at a given time. Things which do not require emphasis are not emphasized. A given generation tends to emphasize in its conscious statement of aims just the things which it has least of in actual fact. The stated aims and implicit practice thus balance each other.
4. The criteria of good aims:
 - a. They must be an outgrowth of existing conditions
 - b. They must be flexible
 - c. They must always represent freeing of activities
 - d. They must be capable of translating into a method of cooperation with the activities of those undergoing instruction.
 - e. They must suggest the kind of environment needed to liberate and organize their capacities.
 - f. They must be founded on the intrinsic activities and needs of the individuals to be educated.
5. The significant objectives of education must spring from a comprehensive theory of education.
6. The appeal to the social environment for educational objectives must have back of it a social program or philosophy.
7. Education as such has no aims. An abstract idea like education has no aims.
8. The conception of education as a result rather than a process is connected with the discussions that are frequently held concerning the aim of education. There is no definite and point to the educative process.

III. Attitudes of progressive education

A. Toward the child

1. The new psychology of education has tended to create a world of the child.

2. We have become sensitive to the inalienable right of childhood to achieve enrichment of experience.
3. Education must be based more directly on the interests and capacities of childhood.
4. Education exists in behalf of the child. Whatever goes on in the school should therefore have a direct relationship to the children.
5. Education is made for the child not the child for education. The individuality of the child must be held more sacred than the curriculum.
6. The child of today is different; he is more eager-minded, more sensitive, more nervously active, more intense, more versatile.
7. Children are imaginative, original, and sensitive to esthetic values--but always on their own level.
8. The child is an individual being, an active being, and a creative being. This threefold vision of the child is in reality a unified vision; because the individual child, the active child, the creative child all coalesce into that unique being--the child.
9. Perhaps the most outstanding and valuable contribution of the new education is its recognition of the child as a creative being.
10. A quality superior to that of either parent is found in the child, so that the world is held in wonder before the phenomena of child genius.
11. Our hope for the future of the race lies in the children's ability not merely to equal but to surpass their elders.
12. The new school is concerned with the whole child. It concerns itself with the all round development of the child, his social, emotional, and physical as well as his mental self.
13. The new education must develop each child to his fullest capacity that he may make his own contribution to society.

14. Progressive educators know that the social development of the child will be of equal importance in later life with his intellectual progress.
15. It must train him to see that he cannot reach his own fullest development unless the society of which he is a part is also developed to its capacity.
16. He must learn that he is only part of the whole and that his good is indissoluble bound up with the good of his fellows.
17. The development of the individual child does not mean a child full of egotism but a child all sides of whose nature are being harmoniously expressed in accordance with the essential and unique rhythm of his own personality.
18. Because the new school recognizes the living, driving quality in the personality of the child, it organizes itself around the child and his intention to learn rather than around the teacher and her intention to teach him.
19. The first requisite for understanding children is love, the second requisite is intuition, and the third is much contact and practice with children. Fundamentally the adequate understanding of children is a spiritual process.
20. Success in dealing with children is due to a very simple quality in teacher or parent, the ability to understand the child. No amount of pedagogic technique or theory will take the place of this ability.
21. For an adult to aid a child to develop to his best self, he must sense the child's inner being. He must be able to look into the child soul and see the reality there. He must perceive the best to which the child is capable of growing and developing. He must be able to diagnose the causes of unintelligence or of evil in the child's behavior, intuitively understanding those things that are obstructing normal psychological growth.
22. To deal successfully with children adults must conceive of them as equals, equal not in years nor experience, not in attainment of techniques or

skill, or expression or acquired knowledge; but equal soul to soul, equal as regards earnestness about life, in desire for self-expression and self-improvement, in zest for enjoyment of the rich environmental culture. Their affairs must be considered as of equal importance with those of the adults.

23. Where the child's life is wholesomely organized it will be found that the child is more poised and robust, that his whole development, physical, psychological, and emotional, is better than it is when lack of organization leaves too much opportunity for wilful, capricious, and hectic behavior.
24. Progressive education bases the art of teaching upon an adequate understanding of the child who is being taught, on an understanding of his psychology, of his needs, his emotional responses.

B. Toward the individual

1. The vocabulary of the new school has coursing through it a unifying theme, individuality, personality.
2. Individuality is the harmonious integration of all the powers, of body and mind, the rhythmic capacities as well as the abstract intelligence.
3. True individualism is the product of the grip of the authority of custom and traditions as standards and beliefs.
4. A progressive society counts individual variation precious since it finds in them the means of its own growth.
5. The new school recognizes the importance of developing each individual fully, and especially of developing him as he differs from others.
6. The progressive educator sees each child as a unique individual.
7. It is only through variation that evolution is possible; and it is essential that the child's originality and initiative be developed and that he be encouraged to differ from his fellows.

8. The maximum fruition of genius is attained when the individual is given freedom to grow and to develop in accordance with innate tendencies and talents.
9. The new school is much interested in the self. It aims to give the child a start in the direction of achieving his fundamental satisfactions in a socially valid way. He is to be helped to adjust the rhythm of his own activities with the larger stride of the social rhythm.
10. Progressive education not only allows for differences in personality, but it encourages such differences. It seeks to develop the individual to the full extent of his powers. This means the adaptation of training to the personality of the child.
11. Education for individuality does not mean neglect of the necessary academic training. The foundational subjects must be acquired by every child regardless of his individuality. It does not mean individual education nor individual progress.
12. It means that each single child be developed as fully as possible as an individual, not at the expense of his fellows, but with them and in order that he may contribute his own gifts to the common weal.
13. Individual differences should serve first of all to give new meanings to the fundamental subjects. The fundamental subjects are fundamental in a curriculum because they are so intimately interwoven with life outside of school. Consequently it is possible to make these subjects appeal to a wide variety of interests.
14. Individual interests can be made to carry a superstructure of common interests.
15. Educational materials should have reference to marked differences in children, whether these differences be due to native endowment or to accidents of environment. Despite the variety, however, a superstructure of common interests should be the final result.

16. The individual like society must have the capacity for reorganizing his world. This is what fits him for membership in a democratic society.

C. Toward society

1. The new education will have to be social as well as individual.
2. To develop the individual at the expense of the whole is as short sighted as to sacrifice the individual, supposedly, to the good of the whole.
3. The individual who is educated is a social individual. Society is an organic union of individuals. If the social factor is eliminated from the child, there is left only an abstraction. If the individual is eliminated there is left only an inert mass.
4. As society is organized today, the interdependence of people means that no one can live his life fully and freely when any of the lives upon which his depends is hampered.
5. Today the individual is as truly part of the great organism of mankind as the cells of his body are of him.
6. What nutrition and reproduction are to physiological life, education is to social life. This education consists primarily of transmission through communication.
7. It is upon education that the burden of bringing about a saner social order rests. Education must be linked up with a program of social regeneration.
8. The one safeguard of civilization is in developing group-consciousness.
9. The new education must train each child to see that he is an indispensable part of the whole, its progress is in a measure dependent upon his
10. This necessity for finding a way of developing in children a fundamental and abiding sense of social responsibility, and of their dependence upon their fellows and their fellows dependence upon them,

is one of the gravest necessities of today. *

11. Educational theory serves as a clearing house for social change.
12. We have faith that education can humanize the social order.
13. An adequate theory of education requires both an adequate social program and an adequate conception of the mind or intelligence with which the teacher has to deal.
14. What needs most to be done to improve social conditions is the organization of education to enlist the natural tendencies in doing something, while seeing to it that the doing requires observation, the acquisition of information, and the use of constructive imagination.
15. While every social arrangement is educative in effect, the educative effect first becomes an important part of the purpose of the association in connection with the association of the older with the younger.
16. Ultimately social efficiency means the capacity to share in the give and take of experience.
17. There should be built in the children habits that put the common good above mere individual interest, and others that demand persistence as long as it is wise to persist.
18. When any child fails to accept his share of responsibility for the common good all concerned should trace the shortcoming to its proper place, to him and his failure.
19. In building a sense of responsibility for the common good we must begin in small ways and grow gradually, first affairs close at hand and then at a distance. Later generalizations help.
20. Children should have many opportunities for "common good" experiences. These experiences should involve joint responsibility for the common good and some inherent and intrinsic difficulties in meeting them.

21. The school should exert a positive influence upon the conduct of children and parents in the community.
22. The community's duty to education is its paramount duty. Through education society can formulate its own purposes, organize its own means and resources, then shape itself with definiteness and economy in the direction in which it wishes to move.
23. By a proper study of society, its ways and its resources, we must look as far into the future as we can to catch its problems. This practice must permeate our curriculum.
24. While we cannot be sure of future problems, we can within limits foretell that certain unsolved problems will press for solution. These with proper care for age and interest will furnish excellent subject matter for the kind of study needed for the unknown future.
25. The American people must learn that it is unethical to bind the minds of the young and to shut their eyes to social evils.
26. Social problems furnish the best intellectual subject matter for the young.
27. Education freed and supported can show itself for what it truly is: the strategic support and maker of a better civilization.
28. Education is the fundamental method of social progress and reform.
29. Education is a regulation of the process of coming to share in the social consciousness. Adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction.

D. Toward democracy

1. The elements that must be recognized in an attempt to give a definition of democracy:
 - a. Our tradition of democracy is an embodiment of the demand for the fullest possible expression

of native capacity in the individual.

- b. Democracy is a larger and more vital thing than any set mode of conduct through which it may have found expression in the past.
 - c. This expression of native capacity must come through the cooperation based on mutual recognition of interests and through progressive modifications of institutions and practices.
2. Democracy may be defined as a social organization that aims to promote cooperation among its members and with other groups on the basis of mutual recognition of interests.
 3. Democracy means a progressive humanization of the social order. It is never a finished thing, but a process of continuous readjustment in the direction of a more extensive mutual recognition of interests.
 4. It means the right to freedom and self-determination.
 5. In terms of social organization, it means a capacity for change, for growth, for the progressive cultivation of human interests.
 6. It means a wider social consciousness, a heightened sense of responsibility for the common weal. This aspect of democracy is reflected in the educational emphasis on social values.
 7. The ideal of democracy calls for an active concern, as a dominating principle of conduct, in making our social organization an embodiment of the spirit of goodwill and cooperation.
 8. The characteristic trait of a democracy is that it does not accept any given form of social organization as necessarily final.
 9. The genius of democracy is that it makes the organization of the moment a means to the creation of new purposes and new duties which in turn involve new forms of organization.
 10. A democratic social order anticipates and undertakes to facilitate changes.

11. The democratic movement in society is refashioning our conceptions of the individual and of the social order, our standards of conduct, our political, industrial, and religious creeds. A movement of this sort is intimately bound up with changes in theory and practice in education.
12. We now look to education to accomplish the result which political agencies have failed to bring about, to make the world safe for democracy; but we must remember that the world will not be redeemed by increasing the amount of education, and that education cannot be separated from social theory, from a conception or standard of social organization.
13. We have not so far managed to translate the idea of democracy into clear-cut educational theory or practice.
14. The attempt to realize the democratic ideal makes education a difficult matter.
15. Democracy in education is a relatively new thing. The reinterpretation and reorganization of education from the standpoint of democracy is the present task.
16. The democratic ideal in education is not merely to fit each individual for a job, but to assure him of the opportunity to have life and to have it more abundantly.
17. A truly democratic society regards its institutions and practices as instrumentalities that are to be modified or discarded with the growth of experience. It is consciously in the process of becoming at every point in its history it is imbued with the sense that it is still in the formative stage.
18. If democracy has a moral and ideal meaning, it is that a social return be demanded from all and that opportunity for development of distinctive capacities be afforded all.
19. A democratic society is concerned to make provision for future changes in the interests of progress. For this purpose it relies on the schools.

20. Our national safety lies in the general intelligence of our citizens which means the ability and disposition to understand both sides of a question and to adjust them in the light of the common good.
21. Education for citizenship requires a proper appreciation of the methods by which man is able to control the forces of nature for his own ends.
22. Education for citizenship calls for the same open-mindedness in spiritual as in material things, the same capacity for readjustment and for new points of view. A democracy needs citizens able and disposed to think for themselves, intelligent and informed about social matters, willing to accept responsibility, and to put the common good above all things, to subordinate all private and personal advantage to the common good, and to believe in the rule of law and order.
23. A democratic society must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder.
24. There is need for educational expansion.
25. It is important to prepare individuals to meet changing conditions and to have a part in bringing about desirable changes.
26. Democracy has been at work slowly remaking the schools to a greater sensitiveness to child-nature, demanding a large measure of opportunity for the individual.
27. The chief concern is to make children think for themselves and to make provision for flexibility in the individual and in the social organization.

E. Toward life

1. The life process is good, but it may be made better by thoughtful endeavor. Each endeavor to better it brings educative effect.
2. Only from and in living can one learn to live better. What some mis-call the fads and frills

is but the beginning effort of the schools to supply the element of living in a child's life.

3. The school now coming into being is and must increasingly be a place where living goes on.
4. Only as the school is placed on a basis of actual living can necessary social-moral habits and attitudes be built, certain necessary methods of attack on problems be developed.
5. Children learn as they live. The child's personality is an organic whole which develops through natural and normal living. It should not be unduly analyzed and divided into separate strands or segments for purposes of separate unrelated training.
6. The starting point in the school must be the actual present life of the boys and girls themselves, with their interests and desires, good and bad.
7. The activities of the school must be the living of the children.
8. The school is a community in which the children are living complete lives, yet lives which are harmoniously adjusted to the group with which they mingle. This must be child life not adult life.
9. Elementary school education is children's living. The living which goes on in the school is really the beginning of living.
10. Education is not merely life but it is a preparation for life.
11. If we wish our children to acquire good traits, we can only expect to succeed with them as they wish to succeed. Thus again we must have actual life going on, not only to provide practice in the desired traits, but also to provide the conditions that make the proper success desired by the pupils themselves.
12. Progressive education has eliminated the gulf between the school life of the child and his

life out of school. It has made the schoolroom a place of joy, and learning the happy process which normally it should be.

13. It has attempted to gear knowledge to the actual activities of life outside the school by putting knowledge to actual use and transferring book learning to daily experience.
14. The attempt to connect the classroom with life concerns the problem of how to teach rather than what to teach. In part it is a what to teach problem also. It leads to the elimination of courses that have no bearing on the life of the child. It substitutes more of the type of study and work in which the child himself can actually participate, muscularly and emotionally as well as mentally.

IV. Influence and contributions of related fields

A. Philosophy

1. Philosophy is at once an explicit formulation of the various interests of life and a propounding of points of view and methods through which a better balance of interests may be affected.
2. Philosophy is a form of thinking. It's origin is in what is uncertain in the subject matter of experience. It aims to locate the nature of the uncertainty, to formulate hypotheses for clearing it up, and for testing the hypotheses in action.
3. Philosophic thinking has for its differentia the fact that the uncertainties with which it deals are found in widespread social conditions and aims, consisting in a conflict of organized interests and institutional claims.
4. The underlying philosophy of our social organization is the philosophy of change. That social change promises to increase rapidly is in itself the most momentous change in historic times. Up to recently the rate of change has been so slow that philosophy and morals could affect to ignore it. That time has passed. Change has become too obvious, too inclusive. Our young people face an unknown future. The old solutions will not suffice

for them. We must have a philosophy that not only recognizes the fact of change but one that includes within itself the fact of change as an essential element.

5. A philosophy of change is the only one that can so deal with our world as to give us guidance.
6. The philosophy of change results in two pressing problems:
 - a. Will civilization be able to remain stable amid this increasing change?
 - b. How shall we prepare our young people to face so unsettled a future?
7. Educational philosophy is the generalized theory of education, the theory of education as a deliberately conducted practice.
8. The problem of adjustment between apparently incompatible interests is a problem for educational philosophy.
9. The function of educational philosophy is to become a guide not a pattern in the teaching process. Its significance for teaching lies less in itself than in the educational corollaries which may be derived from it. It should be a norm of reference for technique and method. It should serve as a standard of reference for the checking of technique and method.
10. The fundamental statement of the philosophy of the modern school is: education is life. This depends upon interpretation, of course, for its validity. Interpreted it means that the gradual and continuous enlarging of power and outlook, so as to stay always within things that the pupils like to do here and now as children, promises most both for their present and their future.

B. Psychology

1. The educational process has two sides, the psychological and the sociological. Neither can be subordinated to the other. Neither can be neglected

without evil results. They are organically related. Education cannot be thought of as a compromise between them. Of the two sides the psychological is basic.

2. Education must begin with a psychological insight into the child's capacities, interests, and habits. It must be controlled at every point by reference to these same considerations. These powers, interests, and habits must be continually interpreted. They must be translated into terms of their social equivalents, into terms of what they are capable of in the way of social service. The child's own instincts and powers furnish the material and give the starting point for all education.
3. Progressive education is in full accord with the findings of modern child psychology.
4. Psychological concepts underlying the theory and practice of the new education:
 - a. The physical, the intellectual, and the emotional are inseparable aspects of life, all of which appear in varying emphases in the experiences of childhood. The physical emphasis is, in general, more pronounced in early childhood, and the intellectual increases in importance with age. The emotional is an inseparable aspect of all experience.
 - b. Learning
 - (1) To learn is to acquire a way of behaving. A thing has been learned when, at the appropriate time, that kind of conduct can and will take place. There is an inner dynamic to learning such that the learned conduct can and will come forward of itself, even against considerable opposition.
 - (2) Learning means the ability to give back the skill to do anything when the signal is given.
 - (3) In relation to life, learning is more. A thing has not been sufficiently learned unless it will be used when the right time

comes. The ability to do is not sufficient.

- (4) A child has not learned a thing for his own life purposes until he has made it over into his own actual way of behaving.
- (5) Acquiring new bonds or strengthening old ones is what we mean by learning.
- (6) Two kinds of effort are needed in learning, acquisitive effort and creative effort. There is no essential conflict between the two. Both are necessary.
- (7) There is need of repetition in learning.
- (8) Assimilation is coming to be regarded as the central element in learning. The individual grows only as he actually builds into his previous experience new reconstructions of meanings, feelings, perspectives, skills, etc.
- (9) Good health affects learning and successful learning improves the health.
- (10) Rules for learning
 - (a) What we would learn we must practice
 - (b) We learn only what succeeds
 - (c) Learning follows the direction set by intent
 - (d) Learning demands actual experiencing in a social situation
- (11) Thorndike calls the first three of these rules the laws of learning
 - (a) The law of readiness
 - (b) " " " exercise
 - (c) " " " effect
- (12) Readiness means easier stimulation and more likelihood of responses.
- (13) Satisfaction to the good and annoyance to the bad form the foundation of all learning. This is the law of effect. Any movement

of mind or body that succeeds or brings satisfaction has for that reason a better chance of being used again. Any movement that fails has a smaller chance.

- (14) The laws of learning hold all of the time. They may work for or against us.

Nothing succeeds like success and nothing fails like failure. If a child succeeds today he will be ready to attack tomorrow. This new readiness not only makes success likelier but adds to its increased satisfaction. Satisfaction means learning.

- (15) Success after a challenge adds to one's confidence in such matters. The presence of a difficulty, if not too great, may help appreciably in learning. Success after overcoming a difficulty yields greater satisfaction.

- (16) There are two further learning conditions complementary to the laws of learning

- (a) Association
- (b) Simultaneous learnings

- (17) Learning by association: when two things have happened together in experience the thought of one always tends to call up the other. In such cases the more emphatic the connection the greater the tendency of associative recall. This association is responsible for more conduct than is generally believed. Most emotional responses seem to enter character by this route.

- (18) Actual learning is never single. Many things are learned at one time. The various simultaneous learnings are often referred to as primary, associate, and concomitant.

- (a) Primary learnings are those learnings that belong closely to the enterprise under consideration. They have to do with the specific knowledges and skills.

- (b) Associate learnings refer to all of the allied thoughts that come from working on an enterprise, but which if followed would lead away from it.
- (c) The concomitant learnings grow out of the enterprise but do not belong to it so closely or exclusively as the primary. They are the responses that accompany what is primarily going on. Overtones they might be called, overtones of feeling, judgment, etc. In general, the concomitant learnings have to do with the more generalized ideals and attitudes.

Prominent among the concomitants are personal attitudes, attitudes toward one's teacher or comrades, towards the several subjects of study, attitudes toward one's self, such as self-reliance, pride, or humility, standards of workmanship, etc.

From the concomitants character is built.

- (19) A strong mind-set leads to learning because it assures
 - (a) A definite end in view
 - (b) An inner urge to attain that end
 - (c) Readiness in all of the pertinent inner resources
 - (d) An unreadiness for thwarting activities
 - (e) Inherent difficulties spurring to greater efforts
 - (f) Success that brings satisfaction
 - (g) Satisfaction that aids in fixing the habits which brought success
- (20) Intrinsic and extrinsic learning differs radically.
 - (a) Intrinsic learning is a vital life activity necessary in order that an individual overcome a difficulty.
 - (b) Extrinsic learning is artificially in-

troduced into the learner's life by some external authority. It is learned under penalty, actual or implied, and is accordingly not used then or there to forward life but rather that it may be presented by the learner to show that he has accomplished the task imposed.

- (21) Intrinsic learning utilizes better than extrinsic, the various conditions favorable to learning.
- (22) Learning is mental growth.
- (23) Learning becomes effective to the extent that a desire or will to acquire a particular fact or skill is awakened.
- (24) For learning to go on best the learner himself must take the first step in the process. Children learn best by their own self-sustained efforts.
- (25) Children are not merely willing but actually eager to learn, and learning is easy and natural for them.
- (26) The concept that the learning process has its origin in the life force of the child, and is carried forward by him in vital fashion gives rise to a fundamental theory of teaching; namely, that teaching is best carried on by maintaining the directional flow of the learning process from the child to the curriculum.
- (27) All learning encouraged by the school is so encouraged because it is needed here and now, in order better to carry on the enterprise now under way.
- (28) One may learn by doing something that he does not understand. Even in the most intelligent action, we do much which we do not mean, because the largest portion of the connections of the act we consciously intend are not perceived or anticipated. But we learn only because after the act is performed we note results which we had not noted before.

- (29) Learning must be brought more closely in contact with life itself than done in the formal disciplinary type of school.

c. Attitudes

- (1) Attitudes are usually concomitant learnings.
- (2) An attitude toward a thing is the way one customarily thinks about that thing and the way he is customarily inclined to behave toward it.
- (3) The attitudes that children are building toward life in its various aspects probably mean more for their future than anything else that they learn.
- (4) So far as the child is concerned, attitudes are principally built up incidentally, that is in connection with other purposes. The teacher must be conscious of what the child is doing and steer his various activities so that the proper ideals and attitudes shall actually appear. The teacher must consider the attitudes consciously, while the child is achieving them for the most part unconsciously.
- (5) Each ideal and each attitude has a life history of its own. Each is built up just as truly as is any fact of knowledge or any skill.
- (6) Attitudes and appreciations cannot be assigned under penalty for failure to learn.

d. Purpose

- (1) Purpose means a definite end in view and an inner urge to attain that end.
- (2) When the child's purpose is used in education certain results follow:
 - (a) There is more likelihood of success because the strong inner urge develops strong effort.

- (b) There is greater probability of good organization resulting because a definite end in view makes it easier to form an effective organization. There is something to guide the steps.
- (c) Learning takes place better. It comes more quickly and is more abiding because of the satisfaction following success.
- (3) Children of all ages do not purpose with equal clearness and wisdom. Each according to his own age can put heart and soul into his sort of activity. Each by exercising whatever degree of development he has will best carry himself forward to the next stage.
- (4) Education becomes reduced to a pressure from without, save as the efforts of the educator connect with some activity which the child is carrying on of his own initiative independent of the educator.

e. Interest

- (1) To be interested is to be absorbed in, wrapped up in, carried away by an object. To take an interest is to be on the alert, to care about, to be attentive. Interest is the engrossment of one's self in the object.
- (2) The word interest in its ordinary usage expresses, the whole state of active development, the objective results that are foreseen and wanted, and the personal, emotional inclination. The essence of genuine interest is that the self is active and unified as it works.
- (3) Such interest becomes an intrinsic source of effort.
- (4) The working of interest is a scientific fact and not mere sentimentality.

- (5) Interests are the sign of and symptom of growing power. They represent dawning capacities.
- (6) Interest and effort are alike the accompaniment of healthy activity meeting normal difficulties.
- (7) There are degrees of interest, reaching from those things that we do under compulsion up to those things into which we put our souls.
- (8) Unless the actor is interested in a system of activity nothing can be accomplished.
- (9) Extraneous motives may lead to an activity but only genuine interest sees it through.
- (10) Curiosity, fear, rivalry are examples of extraneous interests.
- (11) There are two prerequisites for building an interest
 - (a) Enough capacity for the activities involved to bring continued satisfaction and success.
 - (b) A growing activity.
- (12) Procedure for building an interest:
 - (a) Get the activity going with zest, if possible in the face of obstacles that challenge all but the last reserves of power.
 - (b) See that success attends the activity.
 - (c) Let there be approval from those whose approval is valued.
- (13) Each direct interest is surrounded by a wide region of possible indirect interests, the enlarged interest range.
- (14) Things uninteresting in themselves become interesting because of their bearing on

things that are interesting.

- (15) When material has to be made interesting, it signifies that as presented it lacks connection with purposes and present power; or if there is a connection, it has not been perceived.
- (16) There is an ethical or social aspect to the question of interest. If a child were whole-heartedly interested in a bad interest, he would learn just as well as if it were a good interest. Some criterion is needed to tell a bad interest from a good one.
- (17) Strong native capacity and initial interest are always found together.
- (18) Interest is psychologically the same as mind set. A strong mind set means an inner urge, a clear and definite end in view, a strong purpose with a clearly defined end. Mind set brings readiness; readiness and successful effort both mean satisfaction; satisfaction means learning.
- (19) Interest and discipline are correlative aspects of activity having an aim.
- (20) The interest span of a child increases with increasing age and maturity. With increasing interest span comes an increase in conscious choice.
- (21) Interest and aims, concern and purpose are necessarily connected. Such words as aim, intent, and end emphasize the results which are striven for and take for granted the personal attitude of solicitude and eagerness.

Interest, affection, concern, motivation emphasize the bearing upon the individual's future and his desire to act. The difference is one of emphasis.

- (22) The right kind of interests inspire whole-hearted endeavor. Each one finds his whole

being united and absorbed in work to attain the object of his interest.

- (23) The criterion for judging good from bad interests is whether fruitful growth takes place.
- (24) Interest is important in education because it is a favorable condition for learning. Much of learning both primary and attendant depends upon the attitude of the learner.
- (25) Only through the sympathetic observation of children's interests can the adult enter into the child's life and see what it is ready for and upon what material it can work most readily and fruitfully.
- (26) Education is exactly a succession of interest, new practice, new interest, still further practice, still new interest, and so on.
- (27) Children should have challenging interests, not the easy, merely amusing ones, but interests that grip and stir and involve difficulties which are adjusted to their strength.

f. Coercion

- (1) Coercion does sometimes build an interest.
- (2) If we wish a child to learn best we should avoid as far as possible arousing the contrary mind set which is the essential factor in coercion.
- (3) Coercion is a matter of attitude. When the one concerned inwardly rejects while outwardly yielding there is coercion.
- (4) Coercion might and usually does result in some learning. But it is a poor way to get things learned. It is usually accompanied by undesirable concomitants.
- (5) As a teaching device coercion is always in

some measure an evil. In a particular case it may be the best measure available. If so, it should be used.

g. Transfer of learning

- (1) Improvement got in one situation will avail in another if the second situation has in it elements that both call for and call out what has been learned in the first situation.
- (2) The most significant factor in the application of old learning is similarity between old and new.
- (3) For best transfer the new situation must not only allow the acquired power, it must, besides, have in it something that will suggest or call out the use of that power.
- (4) The more familiar the learning situation is to the new situation, the more probable will be the transfer.
- (5) Transfer takes place through meanings. It is just another name for intelligence. If we devote ourselves to the proper development of concepts transfer of learning will cease being a problem.
- (6) To assist in the transfer of learning, the school must be life-like.
- (7) It is assumed in child-centered education that not only does learning take place most effectively, but that its results are best transferred and retained under the white heat of enthusiasm.
- (8) The fact that transfer of training is a school problem raises the suspicion that there is a cleavage between school and life outside of school. In the world of everyday affairs no one seems to be troubled by the problem of transfer.
- (9) The problem of transfer of learning is symptomatic of a defect in our educational aims and ideals.

- (10) The remedy for the problem in school is the reorganization of the curriculum and methods so as to remove the separation between school and life outside the school.

h. Intelligence

- (1) Intelligence is the purposive reorganization, through action, of the materials of experience. It is not a peculiar possession which a person owns; but a person is intelligent in so far as the activities in which he plays a part have qualities mentioned.
- (2) General intelligence is conditioned in part by factors of heredity and in part by environmental factors.
- (3) The intelligence of an individual is not fixed in quantity, but may be expanded by environment. Differences in schooling are sufficiently large and important to modify differences in inheritance.
- (4) Since intelligence is a function operating under conditions that are partly in its own control, it can undertake to bring about its own improvement.

f. Mind

- (1) Mind is thinking which perceives and tests the meaning of behavior.
- (2) It is not a name for something complete in itself; it is a name for a course of action in so far as that is intelligently directed; in so far, that is to say, as aims and ends enter into it, with selection of means to facilitate the attainment of ends.
- (3) Mind appears in experience as ability to respond to present stimuli on the basis of anticipation of future possible consequences and with a view to controlling the kind of consequences that are to take place.

- (4) Whatever mind is it acts as a whole and the singling out of any part of it for training irrespective of what is happening to the other parts endangers the whole.

j. Thinking

- (1) Thinking may be defined as a process of finding and testing meanings. It is the accurate and deliberate instituting of connections between what is done and consequence. It notes not only that they are connected but the details of the connections.
- (2) Thinking involves several steps:
 - (a) The sense of a problem
 - (b) The observation of conditions
 - (c) The formation and rational elaboration of a suggested conclusion
 - (d) The active testing of the conclusion
- (3) Children have an innate aversion to abstract thinking. In fact, mankind in general has no natural proclivity for thinking. The will to learn by sensation, perception, and creation is strong; the will to learn by thinking or dealing with concepts is weak.
- (4) Thinking makes it possible for the resources of civilization as represented by the contents of courses of study, to become so interwoven with the experience of the learner as to enable him to respond intelligently and appreciatively to all forms of human needs and aspirations; to all the things that enrich and beautify life.
- (5) In order to lead children to think, they must be led from where they are to where they ought to be. Their material must be interests used in such a way as to help them to develop into intellectual beings.
- (6) The cultivation of thinking calls for more art in teaching than does the inculcation of more or less routine learning.

- (7) While all thinking results in knowledge ultimately the value of knowledge is subordinate to its use in thinking.
- (8) Terms help in thinking. A name is the way to hold and spread an idea. Without terms there would be little exact thinking.

k. Reasoning

- (1) Reason is primarily the law of order or effective action.
- (2) Abstract reasoning develops later through the full use of the senses, but reasoning has its beginning in very young children.

1. Focus of attention

- (1) The thing we are mainly thinking about at any one time is at that time the focus of attention.
- (2) When we are aware of other things yet continue to give principal and direct attention to one thing we are engaged in marginal thinking.
- (3) At any one time we are giving focal attention to one thing while on the side, as it were, we may give marginal attention to one or more other things.
- (4) No one can give focal attention to one thing indefinitely. There is normally a shift, possibly due to fatigue. The well-ordered mind comes back to its undertaking, but others hop from one thing to another.
- (5) The efficient person will have a principal focus of attention during a considerable period of time. From time to time his attention may be drawn off but he comes back. The principal focus guides and directs his steps.

m. Will

- (1) To build a unified self is to build will

power which is merely another name for action of a mind set, where there are conflicting tendencies and one tendency wins out.

- (2) There are two factors in will. One has to do with the foresight of results; the other with the depth of hold the foreseen outcome has upon the person.
- (3) Discipline or development of power of continuous attention is the fruit of will power.

n. Habit

- (1) The acquisition of right habits has come to be regarded as of primary importance in education, habits of attention, of interest, of sense perception, of concentration and of feeling.
- (2) Habits give control over the environment and power to utilize it for human purposes.
- (3) Active habits involve thought, invention, and initiative in applying capacities to new aims. They are opposed to routine habits which mark an arrest of its growth.
- (4) Learning and habit are respectively process and result. Learning results in habit.
- (5) The early years are best for the formation of habits.

o. Imagination

- (1) Imagination in its commoner form is the anticipating of relationships. In its rarer it is the bringing together in new ways of fundamental unities.
- (2) Imagination is a mode of discovery. A person stands upon related facts and plays with the fringe of possible related facts and rejects or brings these new ones into relation. Whether this be applied to materials, or whether it operate in abstract reasoning, it is imagination which plays

the fundamental part in adding new facts to old.

- (3) Imagination supersedes the mere knowledge of the past in importance.
- (4) It is potential in all of us. It feeds upon opportunity and is stimulated and developed in the proper atmosphere.
- (5) Imagination gets its greatest opportunity in play, including play with ideas.
- (6) To get imagination operating to its fullest extent in individuals is one of the great problems of education.

p. Image

- (1) The image is the great instrument of instruction. What the child gets out of any subject presented to him is simply the images which he himself forms with regard to it.

q. Growth

- (1) The chief criterion of the new theory of education is does it produce a constant tendency toward growth.
- (2) The central conception of the new education is the doctrine of growth through activity, through the personal reconstruction of experience.
- (3) There are two essential forces in the process of growing: inborn tendencies and environmental stimuli.
- (4) The child receives from its ancestry a system of inborn tendencies that insure his growing under certain conditions. The more basic tendencies are:
 - (a) The physical tendency
 - (b) The manipulative tendency
 - (c) The vocalization tendency
 - (d) The exploratory tendency

- (5) The child's active tendencies induce him to experiment with the world around him as a result the tendencies themselves change and grow.
- (6) There is a very special significance in the way in which a child grows. It is according to the patterns which he develops in childhood. It is important that these patterns do not disappear. They are not replaced by other patterns. They grow and expand and become the fibers of the individual's life.
- (7) There are three ways in which the child grows. These ways overlap but in general they may be classified as: physical development, moral development, mental development.
- (8) Growing means more thoughts, more meanings, finer and finer distinctions, better ways of behaving, higher degrees of skill, broader interests, wider and better organizations, all of the things that go along with the growing interest span.
- (9) Growing includes at least two sides:
 - (a) Increasing content of experience
 - (b) Increasing control over experience
- (10) There are definite signs that indicate growing:
 - (a) The steps in the typical activity become more and more complicated as age increases.
 - (b) The steps are taken more and more in the light of knowledge and this knowledge gets more and more precise and reliable.
 - (c) Steps are better planned and organized.
 - (d) The ends and means are chosen in the light of broader and broader interests.

- (11) Power to grow depends upon need and plasticity, both at their height and in childhood and youth.
- (12) If the enterprises in which children engage reach out beyond their present power and knowledges for their successful execution, then the conditions are favorable to growth.
- (13) The growth of the child depends upon a realization of enduring types of purposes. It is necessary, therefore, to choose between purposes that are trivial and those that are fruitful, between those that are transitory and those that are permanent and useful.
- (14) The overt behavior of a child shows to the teacher what is going on within him, the changes that are taking place, the growing power. It shows a new direction or no direction at all.
- (15) Pupils grow as individuals and as social groups. They grow in the capacity to govern themselves, to organize ways of handling their group affairs, as well as in the individual capacity to govern themselves.

r. Maturation

Maturing consists in an increase of consciousness in choice of end and means.

s. Coordination

- (1) Midway between physical and mental development, and partaking of each, lies the nerve and muscle development that we call muscular coordination.
- (2) In infancy the power of coordination develops rapidly. After that it must be fostered.
- (3) Mental development and manual development usually go hand in hand.

- (4) Muscular coordination underlies good mentality and without it high intellectual accomplishment is much more difficult and less likely to be achieved.

t. The relation of body and mind

- (1) Health is the health of the whole child; he should be healthy in mind and body that he may live well. The health of the body is intimately related to the health of the mind and the whole life. When the body is not healthy, the mind does not take an healthy or active attitude toward work.
- (2) The health of the mind reacts directly upon that of the body. Failure to learn is detrimental to health.

u. Emotion

The emotional life of the child affects the mental and physical well-being of the child.

C. Social forces

1. School changes are part of general social movements. Social demands and correlative school responses have been in operation for several decades, increasingly so during the past two decades.
2. Our times are changing, in part at least, as times have never changed before. These changes make new demands on education. Education must greatly change itself in order to meet the new situation.
3. The world in which the youth of today are living is a very different world from that of a generation ago. It is a world packed with dramatic events, international activities, inventions, and scientific discoveries, which are conveyed to the child by movie, newspaper, radio, and through the conversation of adults.
4. The essential factor that makes and explains the modern world is science and its application to the affairs of men. It changes not only our ways of

living but our mental outlook.

5. The three most marked tendencies that modern life shows are a changed mental outlook, industrialization, and democracy.
6. The fact of permanent, rapid, and increasingly rapid change introduces into the world a new and extremely difficult problem. The material advance in civilization threatens to outrun our social and moral ability to grapple with the problems introduced.
7. With a rapidly shifting civilization has come a shifting in the relative duties of home, school, community, and church in the education of the child.
8. The educational influences of the community have shifted. There are now more stimulations to excitement than formerly, with varied educative effects some good, some bad.
9. The failure of the informal educational agencies add to the duty of the school. With the parents more and more dropping out of the child's life, the school and other educational agencies must assume the duties of living with children.
10. Our changing civilization makes new and far-reaching demands on education. Many old demands remain substantially unaltered.
11. Growing bigness and correlative increasing specialization demand a broader and stronger social outlook together with stronger moral and personal character to withstand the crushing bigness.
12. Our schools must be brought abreast of the changes already affected in our social life and our basic theory of education reconstructed so as to include as an essential and determining element, the recognition of the fact of permanent and rapid change.
13. The social changes that are going on are making for a new ideal of culture. The development of science and industry has shown a new relationship between vocation and a life of social and intellec-

tual interests. The traditional opposition between vocation and culture are beginning to disappear.

14. The effort is not to hand out social solutions to our youth, but to develop methods of attack on social problems, and an appreciation of facts pertinent to their solution.

V. Instrumentalities used to accomplish the aims of progressive education

A. Activity

1. The idea of activity seems to be implied as an emphasis in all of the special meanings of words that have grown up with the change in education.
2. The new education is based on the theory that education is complete activity, involving purposing, comparing ways and means, reflecting on the consequences of action, and consequent new purposes.
3. The most deep-seated tendency in human life is movement, impulse, activity.
4. Children are active beings and there is but one way for them to learn, namely through activity. Activity is a natural function of childhood, a means of growth, and an indispensable accompaniment of intellectual interests.
5. Children need and should have some degree of activity within the schoolroom. That fact has been fully ascertained by the psychologist and the physician.
6. The new education regards the active child as the growing child.
7. In the new schools the pupils are active, physically, mentally, and artistically. There is a large amount of actual physical exertion, of overt bodily movement, of a wide variety of sensory contacts of the type of energy release that is ordinarily called play, but physical activity does not play any exclusive or even special part in the activity program. The value is not in activity for activ-

ity's sake, energy exploding in random movements, but activity that is growing toward something more mature, a changing for the better.

8. The term activity as the unit conception of the activity program is best understood as a unit sample of actual child living as nearly complete and as nearly natural as school conditions permit.
9. The learning that takes place in an activity program is thought of as taking place in and through living interaction with the social or physical environment. Learning by doing is an excellent formula for inducing interest and effort in children and for awakening in them a consciousness of how the human race has materially progressed.
10. An activity approach to a subject will enliven it for children and motivate their attention and reaction to it.
11. Our problem as educators is to discover how the need for activity on the part of the child can be harmonized with his need for learning and for intellectual development.
12. Only a dramatic type of education will suit this volatile epoch, an education that concerns itself with student activities matching world activities, accomplishing the necessary skills and knowledges through sheer pull of enthusiasm to get at the sources and meanings and values of activity.
13. Education is concerned with initiating such activities among children as will
 - a. Evoke work with an interested will
 - b. Lie along lines that fit their ability
 - c. Reach out beyond their present power while remaining within their interests.
14. Educational possibilities of activities and projects:
 - a. They help children to work and play satisfactorily together

- b. They develop initiative self-reliance, and a sense of responsibility to a job or social situation
 - c. They give the happiness that comes through self-activity
 - d. They are full of opportunities for growth in intellectual interests and in habits of thought
15. Learning results from activity because:
- a. Learning conditions are met.
 - b. Socially needed characteristics are built
 - c. Intent and attitude are at their best
 - d. Moral strength is developed
 - e. Strong characters are built through the acceptance of responsibility
 - f. Thinking is stimulated
 - g. Attendant learnings and attitudes are taken care of
16. Happiness is essentially a matter of activity, of such activity as means growth. In the long run everything else fails.
17. The activities in which the children engage should
- a. Offer many educational opportunities and encourage ever widening interests.
 - b. Help to a constantly growing understanding of the world in which they live.
 - c. Suggest increasingly stimulating ideas for creative work of many kinds
 - d. Mark a step in their growth and lead on to other steps beyond the limits of what they can do.
 - e. Lead to further fruitful activities.

- f. Be difficult enough to challenge, but not so difficult that success is not possible in the end.
 - g. Stir wholesome interests that are already present.
18. If an activity is gripping and is carried out successfully the present will as a rule be happy. If it requires more than the present outlook and achieved abilities and in comparison with preceding activities is sufficiently varied, it will prepare for the future.
 19. The true criterion for educative activity is concentrated effort.
 20. There should be activities that proceed through freedom to discipline and activities that proceed through discipline to freedom.
 21. There should be both individual and group activities.
 22. School activities should not duplicate units of conduct that are adequately taken care of by agencies other than the school.
 23. Those needs that are not taken care of by the activities about which most of the classwork revolves require specific activities for their fulfillment.
 24. The kinds of work that are appropriate to the activity principle:
 - a. Work that enlists the personal concern of the learner in what he is doing
 - b. Work that encourages him to initiate action that will further the things in which he is engaged
 - c. Work that involves participation of the learner in the life about him
 - d. Work that fosters creative self-expression as a means of developing self
 - e. Work that deals with the learner's reality

and endeavors to teach him to face his own reality

- f. Work that assures the necessity of a freedom that makes dynamic living on the part of the learner possible.
25. The crux of the new education is purposeful activity.
26. This purposeful activity need not be primarily manual or motor. Purposeful activity is undoubtedly the best way to learn if only a strong enough purpose can be aroused in the child.
27. Whenever children work successfully at purposeful activities they almost certainly build favorable attitudes toward everything that enters helpfully into the success.
28. The four steps in a typical instance of purposeful activity are purposing, planning, executing, and judging.
29. It is important that the child shall as far as possible initiate his own activities. But if the children fail to show interest or to make proposals suggestive of the richness of experience which they should have, the teacher must be prepared to start an activity or to suggest activities of wider implications than the children are able to suggest.
30. Whether the activity is initiated by children or teacher, the teacher is usually the real force which sets it in motion. Even when the idea originates with the children, it is the teacher who notes the interest, and provides time and material to promote it. She must be quick to catch valuable suggestions and to give suggestions that the activity may be carried into wider fields than the children would find possible without her direction.
31. The teacher must know the far-reaching possibilities of several activities which she believes will be of genuine interest to the children. She must recognize all the educational implications of the activities in which the children

are to engage.

32. There are important limitations to activity education. It has little place in the acquisition of racial knowledge or in the development of abstract thinking. We can learn by doing chiefly the thing that we do. We cannot possibly do all of the things that we need to do or know. The tools and techniques of learning such as reading, writing, and arithmetic cannot be learned by the typical activity or project method. They can only be motivated by it. Certain types of children do not respond well to this method.
33. The notion of activity which regards it merely as a means or device of interesting children in assigned subject matter is inadequate.
34. While granting that the educational functions of activity are invaluable and indispensable, we must not lose sight of the functions of abstract education. Certain things can be learned better through doing than thinking but certain other things can best be learned through thinking. Ideas are as effective in their place as is activity. Reading rather than activity is the way to erudition. The creative imagination, feeding on material conveyed to it through printed material, is extending the field of individual and racial knowledge.
35. Activity correlated with abstract thinking is the most fruitful method of scientific discovery.
36. So great has become the place of activity in educational thinking that certain tendencies in modern education are referred to frequently as the activity movement. There is confusion in the terms activity movement and progressive education. Progressive education contains more and other factors than the activity movement.

B. Experience

1. Experience is the keynote of the new education which depends upon experience and not upon the acquisition of ready made subject matter to orient teaching.

2. Experience has a twofold significance and the aims of the new education encompass it all:
 - a. Maximum growth in creative self-expression
 - b. Tolerant understanding of self and society
3. Experience involves a connection of doing or trying with something that is undergone in consequence. It has both an active and a passive side. Both are necessary. It is in the active type that we reach our highest living. The highest type of experience is where self contributes most. A separation of the active doing phase from the passive undergoing phase destroys the vital meaning of an experience. This active experience the new school must supply.
4. Experience must be social. Without the social quality experience would be poor and thin.
5. Every increment of human experience is a delicate integration of a great range of widely varying traits. Experiences must be related to each other.
6. Personal contact and first hand experience have much greater effect upon the intellectual and emotional life of the children than any purely intellectual experience.
7. An experience has been educative when the learner has grown in outlook and insight, in attitudes and appreciations, and in means of control.
8. There should be experiences that bring meanings, experiences so selected and guided that the stock of meanings is continually enriched and better organized.
9. The unconscious assimilation of deep personal experiences which are perhaps never again put into words results in a learning that influences our thinking and acting. It is a psychological truth that experience may leave its teaching too deep for reproduction in words and yet the knowledge acquired by such experience may really function in the life of the individual.

10. Children should be allowed to live fully and naturally, to develop and grow through self-initiated and consequently unified experiences.
 11. Experiences while they can in some measure be foreseen and steered, can seldom if ever, if they are truly educative, be ordered outright. The curriculum then cannot be made exactly in advance.
 12. A new and more reliable psychology and the changes in family and community life demand that the school become a place where actual experiencing go on, for only in and from such experiencing can the child get the inherent close-to-life kind of education formerly given by the home and community.
 13. The school must furnish experiencing typical of the best experiencing found outside of school, for the sake of best learning.
 14. There is also a place for vicarious experiencing in the school. The experience of others is not to be set aside. The accumulated race is not to be set aside. The accumulated race experience so surrounds and permeates our lives that it is more pervasive than the air we breath.
- C. Freedom and its correlatives discipline and social order
1. A democratic society must, in consistency with its ideal, allow for intellectual freedom and the play of diverse gifts and interests in its educational measures.
 2. We live in a world of unprecedented freedom in which the only safe guide is self-control.
 3. The freedom of each individual is so bound up with that of the group, that it is impossible to secure freedom for one except by securing it for all.
 4. Freedom designates a mental attitude rather than external unconstraint of movement; but this quality of mind cannot develop without a fair leeway of

movements in exploration, experimentation, and application.

5. The first of the articles of faith of the new education is freedom. Free the legs, the arms, the larynx of the child and you have taken the first step toward freeing the spirit.
6. The principle of freedom is qualified to mean freedom with control, freedom with responsibility.
7. The new freedom reveals itself in an easier, more natural group life, freedom to develop naturally, to be spontaneous, unaffected, and unselfconscious.
8. It is based on the orientation of the whole school around the child.
9. First of all the new school frees the child from all physical restraint, The freedom of movement is extended to include the out-of-doors. It lifts the ban on talking. It permits the child to share in his own government, in the planning of the program, in administering the curriculum, and in conducting the life of the school.
10. Freedom of speech has a good effect upon the mental health of the individual and through him upon the social health of the group.
11. Anything that builds up the feeling of freedom, of spontaneity, which liberates the child from inhibitions and repressions has an emotional as well as a physical value.
12. Freedom for the child to follow the bent of his own genius is one of the factors in the development of individuality.
13. Freedom and discipline are closely related.
14. Discipline means power at command, mastery of the resources available for carrying through the action undertaken.
15. Discipline is positive. To cow the spirit, subdue inclination, compel obedience, these things are or are not discipline as they do or do not tend to the development of power to recognize what

one is about and persistence in accomplishment.

16. A person who is trained to consider his actions, to undertake them deliberately is in so far disciplined. Add to this the power to endure in a chosen course in the face of confusion, and distraction and you have the essence of discipline.
17. Discipline is the outcome of a satisfactory initiation and conclusion of a desirable unit of conduct. The more wholeheartedly an individual enters into the carrying through of an act, the more thorough will be the disciplinary values which he receives from the act.
18. The discipline that comes from enduring the disagreeable is outweighed by the discipline that comes from working with an interested will along lines that fit one's ability. Discipline comes from vital experiences.
19. Children are disciplined by responsibility. They should have responsibility at home and at school.
20. In matters of discipline there is a potent influence in the new freedom. Children are helped to do the right thing by a spirit of reasonableness rather than by the authority of autocracy.
21. Discipline which is imposed from without and in which the will of the individual does not concur has no educational value. When a child accepts the responsibility for carrying through some activity and finishes it successfully he has disciplined himself.
22. Conduct arises by the child's recognition of a need and the means of its fulfillment.
23. The solution of all conduct problems lies in well established work and play habits. If children are busy doing right they will not do wrong.
24. In the matter of conduct the principle is the same as in freedom. The children secure their own freedom by securing that of their associates.
25. There are four roughly distinguished levels of conduct:

- a. Conduct on a physical level
 - b. Conduct on a level of immediate social value
 - c. Conduct on a level of anticipated social value
 - d. Conduct on an ethical level
26. We do not mean to turn the children loose. Teachers must help the children to help themselves. Undue freedom permitted the children will not make them happy.
27. There is a fundamental difference between a wholesome freedom for the child and giving way to its whims.
28. Social order grows out of freedom and the disciplined character of the individual. Social order does not arise spontaneously. It must be built. It is the problem of building the relationships existing between members of the group and gradually revealing to the children the nature of group living.
29. The basic control resides in the nature of the situations in which the young take part. In social situations the young have to refer their actions to the actions of others and make them fit. Their activity is directed toward a common result and gives a common understanding to the participants. This common understanding of the means and ends of action is the essence of social control.
30. Order is best understood in relation to conduct. Children are orderly in doing. They are disorderly when they have nothing to do. Disorderliness is a refuge from idleness.
31. Good class order depends upon the teacher's knowledge of the social structure of the class group. The best type of order is self-supporting. In the schoolroom each child stands alone, engaged in his own responsibilities, bearing his share of the weight of the social structure. It is not the teacher's strength that maintains order but the child who maintains it by standing alone.

32. In a school which is well conducted children behave themselves. They willingly take up tasks that impose upon them the severest discipline.
33. The discipline of the school should proceed from the life of the school as a whole and not directly from the teacher. The teacher's business is to determine on the basis of her larger experience and wisdom how the discipline of life shall come to the child.

D. Creative activity and self-expression

1. Release the creative energies of the child is a slogan of the new education, and opportunity for varied self-expression is one of its articles of faith.
2. In psychology and in practical pedagogy the doctrine of self-expression is assuming a very important role.
3. The urge to create is within the child and it must follow its own way to fulfillment. The recognition of this principle precludes the concern with beauty according to some preconceived end.
4. All children are naturally creative. All humans have within them a divine spark which can be kindled into a creative fire. An outlet for the creative tendencies is necessary to emotional well-being.
5. Children show this creative tendency in a marked degree because life has not yet imprisoned and stifled them.
6. If true education is a creative process, it is important that the creative nature of the child be awakened and maintained from the beginning of school life.
7. In creating, children are usually active and they are expressing their own individual selves.
8. Everybody is a creator who applies his own ideas to the world about him in such a way as to create something new.

9. It is not for the sake of the product that the new schools are setting up a regime of creative effort. It is for the sake of educating youth in the creative process which is experience that is energy releasing. It is the production of superior persons that is sought through the creative expression in the schools.
10. The very essence of the creative act is original portrayal and completeness. It must be original to the individual making it. It does not matter that the same act is performed by others; if it is new to the individual, it is creative.
11. The essentials of the creative process are invention and complete integration. Invention is uniqueness, the making of something new; completeness of integration, the weaving into intimate relationships of the interdependent elements each contributing a necessary element, a new generalization, an attitude.
12. There are four steps in the creative process:
 - a. The urge to create. Hazy and intangible, it manifests itself in a vague restlessness.
 - b. The illuminating flash of insight which suddenly reveals to the artist a conception of the meaning toward which he is groping.
 - c. The mastery of the necessary techniques.
 - d. The long grueling process of the creative act itself.
13. The process of creating the new is not only basic to the development of individuality, it is an important element in the growth of understanding.
14. The truly creative act in the school leads to the discovery of new powers within one's self and brings about a sense of release. This leads in turn to new flashes of insight, enlargement of the attitudes of confidence, and the obliteration of inferiorities.
15. The creative process is not restricted to the so-called artistic media. It can be carried on alike

with light, color, physical gesture, oral and written speech, with tone, stone, metal, etc.

16. When the progressive educator sets forth to release the creative energies of the child it is not merely the fine arts, but the whole educational process that is considered. One of the significant discoveries of the new school is that the creative act is susceptible of development with a variety of materials.
17. Any normal person can master any medium to a degree. It is a matter of practice. All children are capable of interesting and worthwhile expression in the different art media; many are capable of really artistic expression.
18. The progressive educator considers creative expression one of the chief modes of human development, and creativeness one of the most important goals in education.
19. The new schools are careful not to exaggerate the results of creative expression. They are satisfied if creative expression manifests itself only through an enhancement of personality. It is the creative spirit from within that is encouraged rather than conformity to a pattern imposed from without.
20. Education must provide for both the spontaneous and the consciously controlled expression of an individual's impulses.
21. Under certain conditions children learn by unrestricted expression of their imaginative tendencies.
22. Art in any form is the result of emotionalized vision expressed through some medium.
23. The truly creative artist although supremely discontented with his products is always driven with the assurance of superiority, belief in the worth of his ideals. Creators are the happiest people. They have what the psychologist calls the victorious attitude toward life.
24. When the creative artist enters the classroom, the

child as an artist is discovered. The creative artist in the new school judges solely from the standpoint of the sincerity and truthfulness of the end result. It must satisfy only the inner ideal of the child who creates it.

25. The method of the progressive school in creative teaching of the arts is as follows:
 - a. Awaken in the child the desire to create something
 - b. Aid him to conceive clearly what he is going to create.
 - c. Leave him free to create as his own personality, taste and ability dictates.
 - d. Gradually bring improvements in technique.
26. No matter how great the artist or how naive his mode of achieving results, that mode of achieving results is his technique.
27. It is better to permit the child to begin any form of art expression by creating freely rather than by being taught technique. Technique may be brought to bear as the child becomes aware of its need.
28. Technique occupies a subordinate place at least in the work of the first three grades. For those children who have talent, technique will assume an increasing importance during the intermediate and higher grades. But never should it dominate the release of the creative vision within.
29. It is not technique that is harmful but the way in which technique is often taught. The new school aiming at creative growth, introduces technique when it is needed.
30. Creative work in art, music, and literature, drama and the dance is characteristic of many progressive schools.
31. Writing, in progressive schools, is not a separate discipline imposed at specific times. From the beginning there must be a real need felt by the

child for the written expression. Success in eliciting written expression lies in a large part, in providing pupils with something to say. The new school surrounds the child with an environment rich in stimulating materials and child-like enterprises. The result is expression. Writing is only one of the outcomes of an environment encouraging all of the arts of self-expression.

32. Children speak naturally in a form that we are accustomed to call poetry. Therefore it is not necessary to teach children to compose poetry. It is only necessary not to destroy the natural expression.
33. Children can learn to draw and paint as naturally as to write. Expression in pictorial arts can be made just as universal as literary expression has been made by modern methods of education.
34. Rhythmic dancing, the most expressive of all of the arts, appeals innately to children.
35. Almost as expressive as rhythmic, is the drama. Here also is every child in his native element. Every child of normal intelligence can be led to successful dramatic performance.
36. Dramatization is an important means both of developing meanings and of summarizing. Making the play constitutes the really educative part of the process as far as the development of meanings, and information is concerned. Giving the play constitutes the social motive.
37. For successful dramatic performance from every child it is necessary to insist upon four things;
 - a. That children speak loudly enough
 - b. That they speak slowly
 - c. That they enunciate carefully
 - d. That they understand or conceive the meaning of everything they say.
38. The new approach to music may be summed up in five principles:

- a. The principle of simplification, adaptation to the level of motor development, musical experience, vocabulary, understanding, and artistic expression of the children themselves.
 - b. Of providing a succession of easy stages of musical development.
 - c. Of enrichment or providing a broad variety of musical experiences.
 - d. Of placing emphasis upon creative activity and constructive doing.
 - e. Of integration of musical experiences with life experiences.
39. Creative activities besides being valuable in themselves have a further function. Through them one can sound the child's interests and enthusiasms, or get hold of a difficult child; through them many a child is saved from becoming a problem. In the fields of arts and crafts often the slow minded or retarded child finds for the first time the joys and satisfactions of successful achievement.
40. To develop self-expression and creativeness too far, to center the whole attention and interest of schools on giving individuals an opportunity to differ from one another, would lead to an individualistic type of education which would in time destroy the cohesiveness of human society. The forces of individualism must be balanced by an interest in the common good. It is therefore necessary that much of the creative work of individuals be done in connection with some group enterprise.
41. Valuable as is creative art expression, the creative use of the intellect is of more value to the individual and to the race. While art is an expression of the emotions lending beauty and joy to life, abstract thinking is the necessary process by which human progress is attained.
42. The creative act cannot be a model for every kind of school experience. All learning does not partake of the same characteristics as those of

creative expression. There are places where we do not want children to be creative and original, where we do not want them to vary from the standard.

43. Passive activities hold a threat to the creative abilities of our children. A substitute for the passive activities must be found which will foster in the coming generation the joy of emotional release through self-realization and the urge for new drives which come from creative effort.

E. Environment

1. A rich and ample environment is one of the factors in the development of individuality.
2. The environment is a power that molds and builds. Thoughts, ideals, and materials lie about on everyhand and as the child responds to them he is nourished by them. He lives and grows.
3. The environment is what children live by, what they grow by, what they appropriate to themselves and by some strange psychological processes transmute and transform into personality.
4. The environment consists of the sum total of conditions which are concerned in the execution of the activities characteristic of living.
5. The social environment consists of all of the activities of fellow beings that are bound up in the carrying on of activities of any one of its members.
6. The curriculum is a very specialized part of the environment. It is a series of goals toward which the child's active process of learning is directed.
7. Some of the least obvious and least compelling parts of the environment are the pictures on the wall, the cleanliness of the schoolroom, the architecture of the building, etc. Beauty and grandeur of building and ceremony can build character.
8. The human environment with which the child finds himself in contact is very important.

9. The teacher is the most important single factor in the good school environment. She is at once part of the environment and the maker of it.
10. The social environment is truly educative in its effect to the degree in which the individual shares or participates in some conjoint activity. The development of the young in the attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of beliefs, emotions, and knowledge. It takes place through the intermediary of the environment.
11. The more varied the environmental stimuli presented to the child, the better are his chances of really discovering the things he wants to do.
12. The school environment probably most conducive to child purposes is similar to that of a better home. The outstanding characteristic of the better home environment, the natural environment of the child, is that it provides richly for social converse, observation of natural phenomena, and participation in various occupations and leisure activities.
13. The school environment should be a social one. In it there should be other children. It should be an environment favorable to sound and vigorous growth. It should be an environment by which each child can learn to live with others and yet retain his personal identity.
14. The new school through its environment and setting strives to safeguard the emotional life of the children.
15. It provides a stimulating environment rich in materials that offer opportunity for absorbed activity.
16. It furnishes an environment in which children can be happy and free, in which they may work and play with enthusiasm, in which the prevailing tone is one of harmony and sympathy.
17. It furnishes an environment that is real in every way. The real is not necessarily the concrete.

It is what has meaning to the person at the moment. The place where a child's interest and understanding are is real for the child. This may at some time be in the realm of the imaginative, and not of the immediate material environment.

18. It provides adequate space for children to live and move about.
19. It attempts to restore to children the out-of-doors, not as a place for aimless play, but as an environment replete with stimuli which generate activity that may be led into valuable channels.
20. She cannot depend upon everyday occurrences or upon the accidental. She must study the environment. She must know to what extent she can bring bits of it into the classroom. One of her greatest responsibilities is to see and use the educative opportunities that lie all about her.
21. Environment in one situation seems as suggestive as another. Much depends upon the alertness of the teacher in recognizing the educational possibilities in everyday situations, or in the unusual or unexpected.
22. Conscious scrutiny of a community to discover the opportunities for concrete experiences will reveal possibilities in the field of industry, and nature which might otherwise be unnoticed.
23. The teacher must be able to see and develop educative possibilities in the child and his environment.

F. Interest, purpose

1. Child interest should be the orienting center of the school program.
2. Interest is the vital reaching out of the child's personality towards things which he covets
3. Effort follows where interest leads.
4. When interest is at its highest, the energy of

the learner is conserved and directed economically into the actual process of learning. There is a minimum of wasted effort.

5. Interest is a dynamic force in education. It is always the sign of some inner power. The important thing is to discover the power.
6. Children's interests are wholesome, and they reach out into life in all of its manifestations.
7. Children must be trained in the selection of their best interests in accordance with their needs.
8. If children's interests are conserved and they are trained to select from among their interests those which are imperative for the needs of good living, they will be trained to live in ways that are sound.
9. There is divergence of opinion as to whether children's interest should be aroused in what the teacher wants them to learn or whether they should be taught only those things that follow the line of their natural interests.
10. A vigorous conception of interest is needed. There is nothing sacred about children's interests. They need neither to be humored or repressed. To humor the interest is to substitute the transient for the permanent. To repress it is to substitute the adult for the child.
11. Children's interest should be secured not only for the child's sake but for the efficiency of instruction.
12. No teacher can maintain interest at white heat throughout the school day.
13. The new school is organized around the child's intention to learn; which intention brings an inner integration, a concentration of his whole being upon the problem in hand.
14. Education must be a creative endeavor on the part of the child. To be best accomplished it must enlist the sincere cooperation of the learner.

15. When the burden of learning is put upon the child, he is challenged to put forth sufficient effort for mastery.
16. It is intense effort of the learner that educates.
17. Unless the work of the educator connects with some interest of the child education is reduced to a pressure from without.
18. Interest and discipline are not opposed. Interest is replacing discipline. There is less insistence upon discipline and more upon accomplishment, stimulation, and the desire to learn.
19. Success and its accompaniment, learning, is achieved in the degree in which active interest leads pupils to undertake educative enterprises.
20. Another of the essential elements of the child-growth philosophy is self-actuated work. The pupil must purpose what he does in order for education to function.
21. Children can set up their own purposes and work them out effectively under proper guidance. In so doing they grow in qualities of initiative, judgment and self-direction.
22. When a child is engaged in an activity which he has initiated because of a need that he has felt, he will carry out the activity more whole-heartedly than under any other circumstance.
23. Children should be guided into the selection of purposes that satisfy certain criteria. They should be purposes that
 - a. Genuinely interest boys and girls
 - b. Are possible of accomplishment
 - c. Lead to other and different lines of purposes
 - d. Are practical with reference to available resources
24. The purpose should be capable of translation into a series of executable means, activities on the

child's level.

25. Boys and girls pursue both individual and group purposes. Selection should be, accordingly, by individuals and groups.
26. Purposes may be initiated in different ways:
 - a. The pupil or pupils may suggest the purpose and the teacher approve on the basis of the criteria.
 - b. The teacher may suggest a purpose in the light of the criteria and the pupil or pupils accept the suggested purpose.
27. The teacher is the sole judge of the final interpretation of the value of the suggested purposes on the basis of the proposed criteria.
28. Child purposes range from the relatively momentary to the enduring forces of life.
29. The teacher should guide the children in the successful realization of purposes in real life.
30. It is not necessary to promise rewards in order to motivate children. They can acquire the habit of being motivated within, of having purposes, and being able to stick to them.

G. Thinking, problem solving

1. It is the duty of education to teach the rising generation to think, so that they can and will think for themselves.
2. It is more important that children be aroused to mental activity than that they acquire information.
3. Some mode of education must be discovered that will develop the power of analysis, of comparison, of judgment, of invention.
4. The complete act of thought is the full logical process by which one takes pains to make his thought reliable.

5. Thinking is the effort to find a satisfactory meaning or plan of action. It is a meaning at work. Meanings are the materials of thinking.
6. Thought is man's strongest instrumentality of control.
7. There is no better way to increase effectiveness of thinking than by facing and solving many problems felt by the learner to be vital to him.
8. Practical thinking is essentially a foretelling of what to anticipate or to expect when one faces a situation. In this sense thinking is an adventure into the unknown.
9. Thinking is hard work. The important meanings are difficult of comprehension. They must be taught. The school is obliged to teach them.
10. Skill in thinking comes only through practice in thinking. Practice in thinking demands a sequence of experiences in which pupils constantly confront questions and solve difficult problems. Practice in thinking is practice in drawing generalizations from concrete data, in choosing between alternatives, in withholding judgments, in discovering hidden relationships, in finding the connections between effects and their unknown causes.
11. To arouse earnest thought in children or youth large vital issues must be presented to them in a dynamic way properly adapted to their stage of intelligence, knowledge, and experience. The larger the issue, the more earnest and attentive is the mental attitude.
12. The child's comprehension is dependent upon his need for the information and its relation to a present experience about which he has become curious.
13. In order to do reflective thinking the child must be genuinely interested in the problem and he must be unhampered by ready-made solutions to the problem.
14. Children tend to become more engrossed with

matters of thought as they grow older.

15. Problem work is increasing in educational procedure, because it utilizes conditions favorable to learning and serves to organize for the learner the field of attention.
16. A problem itself has a challenge that arouses an alert mind to special effort.
17. Concentration on problem solving with plenty of practice on problems that are real and within the child's grasp result in increased power. Children mature in the power of generalization by constant practice in drawing increasingly mature generalizations.
18. Giving children a set form of analysis for problems seems to have little value.
19. The time to awaken the thinking process is before adolescence.
20. Progressive schools have worked out definite methods for developing thinking power in their pupils:
 - a. The encouragement of pupils to express themselves freely and fluently
 - b. The free discussion type of class work
 - c. The research method
 - d. Comparing different references on the same subject
 - e. Group thinking, a conference method
21. It is not necessary to start an intellectual project through physical activity.
22. Children must be given opportunity and encouragement to think.

I. Guidance

1. No system of instruction can render unnecessary wise personal guidance of the individual child.

Some person must be responsible for knowing the child, his home, his interests, and his problems and helping him in his educational adjustments.

2. Growing characters need as much direction as they can wisely use.
3. Teacher guidance is important in broadening children's experiences, in inducting them into the life customs of the group in which they were born, in helping every child to become his own best self.
4. Children behave naturally in the presence of influences that the school consciously brings to bear. The children are not always aware of the direction, but the director is aware of it always.

J. Opportunity for initiative

1. One of the articles of faith for the new school is opportunity for initiative.
2. Progress in education provides scope and stimulation for this power.

K. Provision for individual differences

1. One of the essential elements of the child-growth philosophy is emphasis on the individual, and the adaptation of education to these differences.
2. Every child develops at a different rate, some rapidly, some slowly.
3. The careful consideration of individual differences and needs is important in arranging a balanced course for each individual.
4. Schools are made to fit individuals in two ways:
 - a. In giving all children mastery of the essential skills, provision is made for each child to progress at his own rate.
 - b. In group and creative activities, encouragement and scope are given to individual variation, originality and initiative being de-

veloped but developed under social conditions that will make the individual realize his relation to the group.

L. Play

1. Play is the child's spontaneous self in action. The play spirit is the natural, unrestrained outpouring spirit. There is a close relationship between play and the creative spirit.
2. Psychologically, the defining characteristic of play is not amusement or aimlessness. It is the fact that the aim of the activity is more activity in the same line, without reference to results produced.
3. Play interests lead to intellectual interests.
4. Play has certain educational values:
 - a. It is educative in itself.
 - b. It provides basic experiences which are invaluable for the support and enrichment of other school activities.
 - c. It leads to construction and work units.
 - d. It trains children to make sound use of leisure time.
5. Under certain circumstances play is the best and most natural way of learning.
6. There is a close relationship between subject matter and play. Subject matter improves the play, and the play leads on to new intellectual interests.
7. Children are not interested in facts as facts but as facts to be used in play. Information helps to keep the play going, to organize it as a whole, to raise new inquiries, and above all to offer opportunities for new relationships.
8. The older a child grows the less important is a play approach to the activities of life.

9. There must be a balanced use of play in school programs.
10. There is something in the spirit of play that is worth carrying over into daily life.
11. The spirit of art is in the spirit of play, and play is a preparation for art.
12. Dramatic play is frequently an outgrowth of classroom interests. It is frequently suggested by out of school life.
13. Young children if given suggestive material for play purposes will begin to reproduce some of the activities that they see going on around them.
14. The acquisition of a common body of new ideas leads to a better type of dramatic play among children.

M. Materials

1. The new school recognizes as important, real experience with actual materials and the free approach to a rich variety of adaptable material.
2. Children must have materials with which they can work, which they can dominate.
3. Materials are the media of the child's self-expression; they are important contacts which stimulate his curiosity. Through materials the child gets information, builds up understanding, develops his motor and sensory powers.
4. Variety of materials alone will not make an educative environment. Their importance lies in the child's creative use of them.
5. The child has to work out his life on something. He is full of motor activity and without materials he becomes a struggling little being working with something which he cannot understand.

N. Character education

1. The school must stress as never before a dynamic and social character.

2. In this era of rapid change when things of the mind and spirit are changing and youth no longer accepts authoritarian morals, character education is important.
3. Conduct and character changes follow each other in endless turn through life. Each act of conduct is conditioned by the existing character and, in turn, helps to build a new character.
4. Since human control is direct only of physical things, the immediate aim has to be present conduct, that it be such as to build good character.
5. Character is being built all of the time. The children are constantly building attitudes of one sort or another, favorable or unfavorable. It cannot be avoided.
6. Habit is the unit element of character. To build character then is to build the right habits of thinking and feeling as well as of outward behaving.
7. Personal qualities that make up good character:
 - a. Patience
 - b. Confidence
 - c. Appreciation
 - d. Helpfulness
 - e. Independence
 - f. Initiative
 - g. Practical judgment in a complex life situation
 - h. Ability to carry a task through to a satisfactory conclusion
 - i. Tolerance
 - j. A happy outlook on life
 - k. Good temper
 - l. Good manners

- m. Unselfishness
 - n. Ability to call all of one's resources to a problem
 - o. Willingness to cooperate
 - p. Willingness to accept responsibility
 - q. Richness of esthetic experience
 - r. Excellence of esthetic judgment
 - s. Originality of thinking
 - t. Integration of personality
 - u. Satisfactory adjustment to life
 - v. Interest, energy, enthusiasm, sacrifice
 - w. The refusal to be discouraged
 - x. Thoroughness and the compulsion that comes from the spirit
 - y. Idealism
- 8. It is important that children should grow up with high ideals if they are to become worthy citizens.
 - 9. The broad self finds its interests in service to others.
 - 10. The efficient person is one who is capable of holding one end in view more or less continuously until it is attained or until he finds out that he cannot reach it.
 - 11. A child lives successfully when he lives happily and makes others happy about him.
 - 12. Harmony is perhaps the greatest factor of happiness in life. We should prize in the child ability and willingness to harmonize.
 - 13. It is not enough that children practice outward behavior. The inner attitude is an essential part.

14. Attitudes are the stuff of which character is made.
15. Moral education is not a separate kind of education, but essentially a part or rather an aspect of all education.
16. Moral education or moral growth consists in continually adding and refining wholesome interests and in organizing the new interests with the old in a progressively better organization.
17. Moral development begins with the growth and control of the emotions. The term spiritual development is often used to express the same idea but it is slightly different in significance. Character development is another designation for much the same thing. There is a tendency recently to group all of the moral, spiritual, character ideas together under the name social development.
18. The desirable emotions are responsible for much of the good accomplished in the world. Uncontrolled emotions are responsible for most of the evil.
19. It is possible for individuals to control and direct their emotions in a desirable way.
20. Moral interests and other social interests should be enthroned in the heart of each one, so that as far as the feelings at the time are concerned they are their own justification for being.
21. Virtues are moral interests.
22. In the realm of morals we are mainly concerned with building moral interests. Since virtues are moral interests they are built in the same way.
23. Interest in learning from all of the contacts of life is the essential moral interest.
24. Wholehearted interest makes for strong moral character. Strong moral characters practice inhibitions. These are best acquired in connection with strong positive interests.
25. The most important problem of moral education in

the schools concerns the relationship of knowledge and conduct. Unless the learning that accrues in the regular course of study affects character, it is futile to conceive the moral end as the unifying and culminating end of education.

26. In moral education the prime end is character building for character is the safest hope for future conduct.
27. All education which develops power to share effectively in social life is moral. It forms a character which not only does the particular deed, socially necessary but one which is interested in the continuous readjustment necessary to growth.
28. Spiritual education is the education of the whole being for useful life in a united society which derives its laws and principles from the universal law of love.
29. One single generation raised by spiritual education above the false guides who rationalize class, race, national, and religious prejudices can give humanity a definite foothold in the new age of cooperation and unity.
30. The value of religious training enters into character training. Character training without the illumination of spiritual vision and the enforcement by the conscience of religion is ineffective.
31. Children need the assurance of the definite moral values of religion and the motivation of spiritual earnestness.
32. Method conceived in its broadest sense becomes an essential factor in moral character building.
33. The only way to live well is to practice living well. Self-control can only be learned by the practice of self-control. People learn openmindedness by practicing openmindedness in the social situation that calls for it, and so with all of the other virtues that make up desirable character.
34. Attitudes are acquired in accordance with the law of learning. Practice with success builds an attitude.

35. Our influence upon the child, the way in which we speak to him, the surroundings which we provide, all of the ways in which we treat him influence his simultaneous responses. From these responses his character is made.
36. Example is more effective than precept in developing the quality of children's behavior towards each other. Abstract preaching has little effect upon character.
37. It is the way in which adults and children together handle behavior that gradually forms the character of the children.
38. The main source of moral education is zestful living under the guidance of those who have a sense of moral values, and who can lead children.
39. Adults should at all times be honest and sincere with children. They must trust children. Trusting the child in the proper way is the path to education.
40. Sympathetic social consideration on the part of an adult is an immense factor in the development of children.
41. Mutual unselfish consideration between adults and children will solve all of the problems of home and school.
42. Two things are necessary for improvement: the good must stand out from the bad so as to be recognized, and the right must give pleasure, the wrong displeasure.
43. Intuition is greatly needed in helping children.
44. The same principles apply to the behavior of children towards children as holds for the behavior between adults and children: mutual courtesy, cooperation, reciprocity, and kindly consideration.
45. Spoiling in children is fixing the habit of selfishness.
46. Each school has its own morale, both class morale

and individual morale. Morale implies both habit of outward conduct and inner attitudes toward it. Morale is built by practice in putting the common good above selfish interest.

47. The new education makes a serious effort to use the best that is known about character building.
48. Certain factors in progressive schools definitely make for the building of character:
 - a. Elimination of the old-fashioned marking system which offered extrinsic rewards, external to child-development.
 - b. A truth seeking quality and the courage of conviction.
 - c. The social quality of progressive schools
 - d. The atmosphere of freedom
 - e. The methods of discipline, cooperative student and teacher government
49. Human society in its collective activities is in need of more ethical behavior.

0. Physical development

1. In so far as adequate physical development is not secured outside of school, the school must provide for it.
2. Boys and girls need to grow, they need to use their muscles, to develop health and strength and good coordination.
3. In the new education physical development and training in bodily expression are as important as intellectual and emotional self-expression.
4. In the program for bodily training, the development of physical poise and mastery is the important aim sought. The goal is not professional or technical skill. It is rather the development of amateur youth trained to make maximum use of his unique physical powers.

5. The best kind of physical training is that that keeps the need of the child in mind and contributes directly to his all round development.
6. The new school places less emphasis upon organized athletics of a competitive sort, and stresses rhythmic training.
7. There should be a systematic provision for informal rhythmic education of the type that is spontaneous and informal throughout the school.
8. The natural tendency to dance should find normal expression in a wholesome way within the school.
9. There is another side to the training of children for physical development besides activity; that is the teaching of the fundamental laws of health, hygiene, sanitation, diet, etc.
10. Corrective work for posture should also find a place in the program for physical development.

P. Work

1. The development of the habit of enjoying work is important.
2. Children like to work. Youth driven by the urge to express itself displays an astonishing capacity for toil.
3. Children should learn to find joy in work activities in and for themselves. They should learn to transfer their interest in ulterior motives to the work itself. They should recognize in work activity that satisfies their own needs.
4. Work proceeding happily and successfully in school may lead on to a happy lifetime of interest in work.

Q. Preparation for leisure

1. The right use of leisure is important to society and to the individual.
2. One of the great difficulties of our economic

and social order is the use of leisure by adults and children.

3. Children should be trained to an interest in hobbies to prepare for the use of leisure.
4. The constant influence of ready made entertainment, the radio, movies, etc. makes the constructive use of children's leisure a problem.
5. Special effort must be exerted to overcome the inertia encouraged by constant entertainment of children.

R. The element of reality

1. The new school emphasizes the need for reality in all that happens to the child, of closeness to a real-life situation.
2. In the new school the learning of difficult techniques is put off until the child confronts a real-life need.
3. Realness is measured by the child's interest in the activity rather than the extent to which it reproduces the physical or even the intellectual and emotional situations of life outside of the school.
4. A world that is real to the child is child-sized. He can manipulate the materials that he finds there. He may indulge his curiosity. The companions in his world are of the same size and approximate ability. Within these limits it is composed of all sorts of human beings.

S. Cooperation of the home with the school

1. The type of education given in any community depends upon the insight of the parents.
2. Parents must concern themselves with the education of their children. That responsibility cannot be delegated entirely to professional educators.

VI. Curriculum

A. Definitions

1. Curriculum is a series of guided experiences so related that what is learned in one series serves to elevate and enrich subsequent experience.
2. It is a continuing stream of child activities, unbroken by systematic subjects, and springing from the interests and personally felt needs of the child.
3. It is the learnings which the child actually attains in the course of the learning process.
4. If the learning process begins with the child, is initiated out of his own needs, and is guided toward values that supply those needs, then the terminal point of the activity is curriculum.
5. The curriculum uses subject matter but does not consist of subject matter.

B. Curriculum construction

1. Curriculum construction involves direction and purpose. It is a problem in educational statesmanship.
2. There are two attitudes and methods of work in curriculum construction, those of the artist and philosopher, and those of the educational scientist.
3. Curriculum construction requires the intuition of the artist to create the generalized attitudes, and set the tone of the environment that shall surround the child.
4. It is technological in character. It demands knowledge and skill in the use of the tools of educational science to bring about a sequential and continuous arrangement of curriculum material that shall constitute the program of the school.
5. Dissatisfaction with the fixed curricula of elementary schools has lead to the attempt to build a curriculum upon interests already present among

pupils, to find subject matter in the wealth of information closely related to the activities in which they are engaged.

6. While in terms of actual learning the curriculum is that unpredictable series of values that the child attains in learning, yet the curriculum is to a certain extent, predictable and capable of being set forth in printed form with a considerable degree of probable validity, because it is based on previous experience.
7. It is not enough to leave to chance, or to the spontaneous interest of children the problem of construction of a curriculum for maximum growth. The problem needs the employment of all available techniques.
8. The new science of education is attempting to determine accurately what children should be taught
9. Various types of curriculum research have been used:
 - a. Social survey
 - b. Examination of prevailing practice
 - c. Analysis of life needs
 - d. The study of children's conduct
 - e. The picturing of an ideal adult
 - f. The canvass of life experiences
 - g. The investigation of objective products
 - h. Analysis of children's interests
10. The curriculum as it is given by the school to the teacher should be the result of long and careful research. Such research should make use of every mode of curriculum construction that is in good standing. No one method should be used alone.
11. The final expression of results of curriculum

investigation should be in terms of conduct goals, abilities and attainments which are in themselves desirable to the learner because of his own needs.

12. Such goals provide a series of definite objectives for the teacher.
13. Curricula are not usually stated in terms that a teacher may find useful. She must restate the curricula in terms that will be simpler to work with.
14. Curriculum goals should be restated in four types of goals:
 - a. Ability to do or make
 - b. Knowledge
 - c. Understanding
 - d. Personal appreciation of worth or value
15. The principle of recurrence is a fundamental principle of the curriculum maker. He must provide for the planned recurrence of the great controlling concepts and generalizations that are basic to tolerant understandings, and for the repetition of skills.
16. The curricula of the new schools has two essential foci:
 - a. The materials and understandings through which understanding can be successfully acquired.
 - b. A continuous stream of creative activities.
17. The problem of humanizing the curriculum grows out of the problem of humanizing the social order. It is a problem of providing for the progressive release of human energy.
18. There is a need of transmitting our racial experience in such a form that it will be of service in dealing with new problems.
19. The essence of the new curriculum is child actively at work needing, for his present experiences

better ways of behaving. It is in the step-up of these ways of behaving that subject matter enters.

20. Child activities not studies and lessons are the core of the curriculum.
21. There is difference of opinion as to the determination of the content and succession of the activities. Some educators would have the teacher plan the activities in general outline in advance allowing children considerable responsibility for planning details. Others suggest that activities emerge, under teacher guidance, from the developing experience process itself.
22. One group holds that a curriculum continuously made on the spot through the joint action of pupil and teacher is best both for the present and future living of the pupils.
23. A year's work is a year's living. No outline can give a picture of a year's living.
24. The contrary opinion says that continuity of school growth can only be secured through continuity in the school program. The program must therefore be planned in advance. For the most effective use of the school time and in order to guarantee maximum growth, the constructive, the creative, the social activities as well as the intellectual should be charted and written down, at least in broad outline.
25. Two things should be planned in advance:
 - a. An outline of the dynamic outcomes of education, attitudes, appreciations, important concepts and meanings, and generalizations.
 - b. A sequence of optional activities and proposed units of subject-matter which by trial have been found to have great promise in securing desired outcomes.
26. The need in practical curriculum making is for a charted picture of the whole scheme which will enable the teacher to have in mind at the begin-

ning of the year's work an outline of suggested activities from which particular ones may be selected to suit the needs of the class.

27. The teacher should have at hand at any stage of his teaching, an outline of the general attitudes, the appreciations, concepts, meanings and generalizations that he wishes to secure as outcomes of his teaching. He should also have a plan of activities that will insure these outcomes.
28. The activities described for a grade do not become an established curriculum for the grade nor are they to be recommended for all classes of the same grade.
29. The daily program is not arranged for lessons but for activities, and these cut across the traditional subject lines.
30. The check upon our planning is the children's reaction. Too ardent planning often results in chaos.

C. Course of study

1. The outline planned in advance is technically known as the course of study.
2. The course of study should state the outcomes of education in the form of traits that the school is to produce and the proposed activities and materials.
3. The printed course of study is not, strictly speaking, curriculum.
4. New schools do not publish so-called courses of study.

D. Unit organization

1. An important question in educational reconstruction is: how shall the activities and materials of construction be organized to insure child growth.
2. It is necessary to discover some constituent elements to serve as the unit of organization and

as a basis in the guidance of teaching.

3. The constituent elements in the activity program are known as activities, experiences, units.
4. The term unit as generally used is ambiguous, sometimes referring to a single, fairly specific activity, experience, or enterprise, at other times to a larger content with specific activities subordinate to it.
5. The content of the element in the activity program, under whatever name it is called, is thought of as actual living, or active interaction with the social or physical environment.
6. The unit of living has been variously called an activity, a whole-activity, a complete act, a unit of work, a unit of conduct, a unit of life, a center of interest, a project. The conduct unit or unit of life is a basic concept for the analysis of school living. Its origin is to be found in the need. It is regarded as an act that can be analyzed into the five processes of needing, purposing, planning, executing, and using or evaluating. Each of these processes throughout the progress of the whole unit is dominated by the need. It is the need which is the unifying principle in the unit of conduct.
7. The unit of conduct or the unit of life while it suggests the separation of a part from the whole, at the same time provides for the notion of wholeness which is suggested by the term unit.
8. The origin of a unit of conduct in the need of the individual originating it provides an intrinsic basis for the classification of units into three types, each distinguished by characteristics which indicate a different type of learning; constructive units, play units, and work units. Each of these three types may again be divided into mental and physical types.
9. All types of units should have a place in children's living.
10. By living through an adequate series of conduct units a child may reach the goals of the curricu-

lum. The learning process ends when the child attains the goals.

11. Certain criteria are set up for the selection of conduct units:
 - a. They must arise from a real life situation.
 - b. They must contribute to the growth and development of skills, habits, knowledges, procedures, and ideals which will be used by the children in the activities of life.
 - c. They must be selected with regard to their length.
 - d. They must be based on deeply rooted and firm child interest.
 - e. They must provide activities that are appropriate to the child's level of growth and be of suitable difficulty.
 - f. They must lead in the direction of curriculum goals.
 - g. They must be related to all of the work of the children and of the school in general and not follow children's interests aimlessly.
 - h. They must proceed within the limits of available knowledge and in accordance with sound standards of scholarship.
12. The new school desiring that the initiative to learn shall come from the child himself, organizes its units of work around the interests of children.
13. Interest centers are situations in the environment that are especially potent in awakening children's interest.
14. They may be provided or set by the teacher because she knows from experience that they are likely to be of experience.
15. They do not become potent until children find in them the stimulus and enlist them in their own behalf.

16. The real measure of a center of interest is the extent to which it branches out into the total life experiences of the child.
17. There are two main differences between centers of interest and school subjects, a difference in scope and a difference in children's interest. The school subject is a relatively narrow and logically arranged body of subject matter. The unit of work is an assembling of materials commonly found in many subjects. The true difference is in interest; not in the materials that the child studies but the way in which he studies them.
18. Each unit of work includes many interests and many activities related to one prominent interest and suggested by it.
19. The emphasis in the unit of work is upon the child as a complete human being, upon the development of general habits and attitudes as well as on the acquisition of knowledge and the development of skill.
20. Much time must be given to each unit of work because it takes time to become curious, to wonder, to explore, to find out. But the unit must not last so long that interest flags.
21. Units of work must be arranged so as to provide for sequential practice in sequential thinking.
22. An important force behind the organization and development of units of work is the teacher's judgment of what is real to the pupils. Selective discrimination must be used.
23. The term project is used by some educators as a blanket term for all activities suitable for school life.
24. Projects are sometimes classified as enjoyment, constructive, problem or learning projects.
25. Another classification of projects indicates the natural division of child projects into story, play, construction, and excursion projects.

26. It is felt that if these four typical aspects of life represented by story telling, construction, play, and excursions, be represented in the daily experience of children learning both for immediate and future needs will be provided.
27. Wherever school subjects coincide with life needs, then the centers of interest coincide with the old school subjects.
28. In determining the number and size of the constituent elements that make up an activity program, there are two tendencies:
 - a. One tendency suggests a series of activities or experiences all in a series, on a more or less equal footing, with considerable variation in time consumed. The successive elements are connected forming a network that is continuous, progressive and internally organized.
 - b. The second tendency is to think of one or more large units either parallel or successive in which the theme of the unit determines the subordinate activities to be included.
29. The order of development of successive experiences is not as important as keeping a questioning attitude alive.
30. The psychological order is the order of experience, of discovery, and of learning. The logical order is the order of arranging for subsequent use. Psychological order is a variable differing for different persons and at different age levels. Logical organization is impersonal; it is the same for all. We need both types of organization in the matter of curriculum organization. The logical organization is the end result not the starting point.

E. Place of subjects and subject-matter in the new curriculum

1. The new schools have minimized the subject matter

to be learned.

2. The subject matter of education consists primarily of the meanings which supply content to existing social life.
3. It may be thought of as ways of behaving, the best that the race has found out.
4. Subject matter of learning is all of the objects, ideas and principles which enter as resources or obstacles into a course of action.
5. Children must not be dominated by subject matter.
6. The use of subject matter contributes to an effective realization of the purposes of children. The purposes must not be used for the sake of the subject matter, however. The purpose is primary.
7. The new education recognizes the need for intrinsic subject matter. Subject matter is intrinsic in those situations where the individual takes a step forward in the making of his life experiences.
8. To get the subject matter of education as it is needed is to promote growth.
9. The dominant conclusion in regard to subject matter in an activity program is that the main reliance is to be on the inherent learning needed, but that the result must be watched and at times supplemented by repetition and drill.
10. The place of subjects in the curriculum is a mooted question. What is learned anywhere should ultimately be joined with its logically related learnings to form subjects. In the beginning learnings follow use rather than subject matter.
11. There is no succession of studies in the ideal school situation; but few schools try to get along without subjects. No school eliminates subjects in the upper grades.
12. Every subject should possess an aesthetic value

for the individual concerned with it. Any subject that is worthy of a place in the curriculum must contribute to the attitude which places upon men the responsibility for the continuous recreation of the environment, and standards of conduct of a democracy.

13. Modern youth will not lend himself to studies which exist in the curriculum for the sake of discipline. He must have subjects that appeal in their own right.
14. Present demands on education make it necessary to introduce the study of social problems into the curriculum.
15. The natural and social sciences form the nucleus of the intellectual curriculum, the nucleus of understanding. Geography and history are the two great school resources for bringing about the enlargement of the significance of direct personal experience. The social sciences may be used to educate children to become builders of civilization.
16. Since science looms large in the modern world, we must succeed in teaching it. It is the organ of general social progress.
17. The school must assure a mastery of reading as a means of understanding self and social life and as a means of communication with one's fellows.
18. Language is fundamentally a social instrument, a device for communication. It must be included in the curriculum.
19. Literature may be made a basis for a summary of unification of experience.

VII. Method

A. Nature of method

1. All that we do to a child or let happen to him, that stimulates him in any way, has method effect.
2. Anything that has been experienced or even heard

about may have method effect.

3. Method is a statement of the way in which the subject matter of experience develops most effectively and most fruitfully.
4. It is reducible to the order of development of the child's powers and interests. The law for presenting material to the child is the law implicit in his own nature.
5. The problem of method is the problem of providing such conditions for learning as give the right kind of practice for learning.
6. Another notion of method holds that method is just an effort to take care of building the proper sensitivities.
7. There are two phases to the problem of method: the narrow phase which considers the best way of learning specific knowledges or skills; the broader phase which regards all of the learnings combined as a whole.
8. The narrow problem of method is psychological. It concerns itself with the details of learning taken separately with how the child may best learn this or that specific thing. Every learning situation presents one or more fruitful problems of method, narrowly considered.
9. The broader problem of method is moral and ethical, or philosophical. It has to do with all of the responses that children make as they work. Its concern is to help children build the total of these responses into the best possible whole. It emphasizes the building of attitudes and appreciations.
10. Method resolves itself, then, into two questions:
 - a. How does the child best learn any one thing, as spelling, writing, or silent reading.
 - b. How can the total situation confronting the child be so managed as to call out the most and best of his inner powers, and how can his experiences be guided so that the total learning results are the best.

11. The teacher's way of handling any pupil learning situation affects the total learning results.
12. The essentials of method are identical with the essentials of thinking; namely,
 - a. The child must have a genuine situation of experience.
 - b. A genuine problem must develop within the situation as a stimulus to thought.
 - c. The child must possess the information and make the observations necessary to deal with the problem.
 - d. When possible solutions occur to him he must be responsible for developing them in an orderly way.
 - e. He must have opportunity to test his ideas by application.
13. The good method is such a management of school, both children and equipment, as will enlist children in wholehearted purposeful activity.
14. Expressed in terms of the attitude of the individual who is learning, the traits of good learning are straightforwardness, flexible intellectual interest or will to learn, and integrity of purpose.

B. Teaching technique

1. Success in teaching seems to result largely from the teacher's consciousness of the important part she must play in the learning process and from the building up of a technique.
2. Much of the technique used by a teacher is peculiar to the method not to the individual teacher.
3. The good teacher relies on the children. She knows that the children want to learn. She understands the problem of the initiation of activity by the children themselves. She knows how to choose from the many things which the children want to do those that are best for

leading to the goals of the curriculum.

4. The good teacher knows that she cannot do artistic teaching if she is hampered by the numerous forces which make for the stereotyping and mechanizing of teaching. If her teaching is to be progressive she must not be imitative, nor pattern her work mechanically on that of others. Rather it must be the result of an intelligent and carefully developed personal philosophy of teaching which interprets actual teaching situations in the light of previous knowledge and experience.
5. The teacher's technique of teaching depends upon two concepts:
 - a. Activities or units of conduct are variable bridges between the child and the curriculum.
 - b. The flow of the learning process must be maintained from the child to the curriculum rather than in the opposite direction.
6. The essential parts of the teacher's technique are:
 - a. Her initial plan
 - b. Her forethought and foresight
 - c. Her preparedness to propose something of greater worth than that which the children propose.
7. The essence of the new teaching is often its ephemerality, its merely temporary validity, its actual dependence upon its own transitory characteristics.

C. Specific methods and techniques

1. The broader and more universal is the presentation of any subject the greater the interest and thought that it arouses.
2. Keeping a record of children's questions and comments is a good way of understanding their concepts and their need for the kind of experience that will enlarge and correct their concepts.

3. Progressive education has extended the experimental laboratory method down to primary grades and has provided opportunities for observation, comparison, analysis, etc.
4. Taking the children to see an exhibit or preparing a collection of certain things is a good way to stimulate questions and enlarge intellectual interests.
5. Bringing the children some article of interest, then providing materials for experimental purposes, often starts children off on a new course of action.
6. Individual research and reading, vigorous experiment and group discussion all contribute in the development of a scientific attitude of mind.
7. The skills are best learned in connection with a real need. The mastery of the few crucial skills can be provided only by practice in the use of the skills. The problem is one of the psychology of drill.
8. Approval of the right sort is an incentive to growth.
9. There have been many adaptations of the progressive movement for better elementary education each characterized by specific techniques.

Among them are:

- a. The individual instruction technique
- b. The work-study-play method of the platoon system
- c. Project work
- d. Activity programs of various kinds

VIII. Measurement

A. Values to be measured

1. It is difficult to measure progressive education in terms of achievement such as constitute the ideal of the older type of education because the achievements sought in the two systems are different.
2. The efficiency of the new education should be measured in terms of the acts of the pupils rather than in terms of the traditional school subjects.
3. The new schools interested primarily in child development need to work out techniques for measuring their results.

B. Educational tests

1. There is a place for current educational tests in the school.
2. The danger in their use is in taking the teacher's mind away from the imponderable values that cannot be measured objectively.

IX. The new school

A. The nature of the school

1. The school is a social institution; it is that form of community life in which are concentrated all of the agencies that will be most effective in bringing the child to share in the inherited resources of the race and to use his own powers for social ends.
2. It is the only social institution prepared to equip the youth of the nation to meet the difficulties of a complicated industrial civilization.
3. It is the only institution obligated to develop in youth the mastery of the essential, crucial skills.
4. The school is the agency maintained by society

for its own progressive reconstruction.

B. The function of the school

1. The school must inform youth adequately about self and society, and it must provide for practice in living both with self and society.
2. It should simplify existing social forms, reducing them as it were to an embryonic state for the induction of the children into social living.
3. It must broaden and enrich the curriculum and establish a new method.
4. It must provide an environment that furthers the continuous growing of children, an environment that provides practice in selecting and pursuing worthwhile purposes.

C. Characteristics of the new school

1. It must be a school of life, of actual experiencing
2. It must be a place where pupils are active.
3. Pupil enterprises form the typical unit of learning procedure.
4. The school must be vivid and inspiring if it is to win in competition with out-of-school interests.
5. It must show some connection with all of the outside life which is exciting and mentally as well as physically stimulating.
6. It should be like a home.
7. It should be a social group.
8. It should be as much as possible in a natural out-door environment.
9. It should continue home activities as a psychological and a social necessity.
10. It must be, to a certain extent, experimental always because in a changing world there must be a changing school.

11. A system of grouping children should be employed based on their general homogeneity in the social life of the group.
12. The purpose of all schemes of grouping is to arrange a plan which will allow maximum flexibility and permit the shifting of pupils from one group to another for any reason that seems likely to improve the mutual adjustment of the individual and the group.
13. The classroom should be half a home and half a workshop.
14. The new school seeks to provide a place where children may live and work according to their own needs and interests. Whether richly furnished or simple and crude, it must be an attractive and pleasant place, a place where children have the leisure to develop fully and normally.
15. The new school is a child's world in a child's size environment. Here he lives in a democracy of youth. His needs, his interests, as well as adult insight regarding his future determine what goes on.
16. The new school is different in atmosphere, in housing, furniture, and in basic philosophy. It is a place where children are actively engaged in educating themselves.
17. Pupils are alive, active, working hard, inventing, organizing, contributing new ideas, assembling material, carrying out enterprises.
18. The new school is a walking about school. The children in it may be doing anything that it is good for children to do.
19. But it is not a place where children do whatever they like, where there is no discipline, where life is all play.
20. Informality, freedom, flexibility mark the use of the school plant.
21. Such a school aims to be a counterpart of life

2. Teachers should be spiritual and earnest about their own lives. They should reflect to the children an integrity of character which calls forth the esteem and admiration of those whom they are to guide.
3. The teacher must become the true servant of the child and the administrator the servant of the teacher.
4. There is a growing recognition of the need for maturity in those who deal with little children.
5. Opportunity to do creative work is as necessary to the teacher as the child.
6. The new education offers the same freedom, the same purposeful endeavor, the same encouragement of responsible individuality to the teacher as it does to children.

C. The teacher's function

1. Stimulation and guidance are the teacher's moral functions.
2. The teacher is in the school as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences.
3. The teacher is engaged not merely in the training of individuals but in the formation of the proper social life.
4. She must guide children in the selection of purposes in real life.
5. She must help children to help themselves.

CHAPTER IV

CONCLUSION

The problem restated

The problem of this thesis, as stated in Chapter I, is threefold:

1. What is progressive education?
2. Has it a body of underlying principles that unify its attitudes and determine its procedures?
3. What are those principles?

What is progressive education

After all of the study, progressive education still eludes definition. The word progressive itself is difficult. Melvin says of it,

It is not an especially good term, but what term would be? It is not fully descriptive, and is therefore subject to the misuse that falls upon terms which need technical definition. It has been used in educational literature for years, and was chosen by the founders of the Progressive Education Association in 1918 as a word suitable to indicate the best things in modern education. ¹

It is not possible to catch the unmistakable and untrans-

1. Melvin, A. Gordon. The Technique of Progressive Teaching
New York: John Day Company, 1932. p. 7

ferable characteristics of progressive education in a terse paragraph. Any definition will be lengthy and include a description of many elements. No single element is exclusive to progressive education. It is only in the accumulation of elements, their integration, and relative emphasis that a philosophy peculiarly and exclusively progressive appears.

Progressive education in the United States is a movement that has gradually spread to all parts of the country and is invading all schools, public and private, elementary and secondary. It is a serious attempt to provide an education that will function effectively in the lives of individuals and in the development of society, to adjust education to the tempo of current life, and to adapt it to the needs of the modern economic and industrial organization of society. It is an attempt to determine philosophically the goals of education and to include in those goals all of the values that should accrue to the individual and to society through education. It is an attempt to analyze successful education through observation and experiment, to isolate the factors that make for its success, to formulate those factors into a philosophy of education, and to apply the principles arrived at to all education. It is an attempt to devise instrumentalities and methods that will achieve the desired goals using all of the findings of modern psychology in determining both instrumentalities and methods. It

is the actual reduction of theory to practice in the new school. It is the fusion of all education into character education using the term character education in its broadest and most idealistic sense.

Among the specific elements that identify progressive education are:

1. Its attention to the determination of goals.
2. Its attitudes toward the child; toward the individual, toward society, toward democracy, and toward life.
3. Its dependence upon psychology, especially the psychology of learning, in determining ways and means of education.
4. Its various instrumentalities, among them activity, freedom, creative expression, and a curriculum oriented around children's interests.

To quote from Melvin again,

If the word "progressive" means anything that is worthwhile, it means truly scientific in the sense of being willing to face truth, long known or newly discovered and acting upon it. . . . It may include those who move slowly because they carry heavy responsibility and cannot wisely risk an untested program, others who dare a little more, and most daring of all, those who are not afraid of danger in the search for ways that are new and valuable. ¹

Has progressive education a unified body of principles

It is difficult to present an account of the general theory that underlies progressive education, but it seems evident that it has a body of underlying principles that

1. Op. Cit. p. 8

may be isolated and tabulated with a fair degree of certainty that they are the principles upon which progressive educators base their practices and for which there is general recognition and considerable agreement. In proof of this is offered the fact that all of the general ideas and principles that were isolated or deduced from eleven theses and thirteen books in 2,947 deparate notations fell logically into ten main subjects with fifty-seven subdivisions, that all of the ideas contained in the notations could be summarized and tabulated in one chapter of this thesis, and that every idea that fell under any subject or subdivision of a subject either supplemented or modified the others. There were practically none that were mutually exclusive. The ten general subjects into which the ideas fell are the orienting centers about which the whole discussion of progressive education revolves. They are:

1. Education, its definition and generalized philosophy.
2. Goals of education
3. Attitudes of progressive education toward the child, the individual, society, democracy, and life
4. Influence and contributions of the related fields philosophy, psychology, and social forces
5. Instrumentalities for achieving the goals
6. Curriculum
7. Method

8. Measurement

9. The new school

10. The teacher in the new school

The specific elements that are more peculiarly characteristic of progressive education appear in the subdivisions of these general subjects, in such expressions as the child, the individual, learning, growth, experience, activity, self-expression, social participation, guidance, etc.

A very rough estimate of the emphasis which is placed upon any one subject in the theory of progressive education may be made from the number of notations that are included under it and from the variety and scope of the ideas that are expressed in them. The subjects of goals, psychological principles involved in progressive theory, instrumentalities, and curriculum, received the greatest number of individual references and had the widest variety in ideas. These are the subjects with which progressive theory is mainly concerned.

What are the principles of progressive education

The principles that unify the theory of progressive education and determine its procedures are classified and tabulated in Chapter III. They are simplified and condensed as far as possible in that chapter. They have been summarized in a different fashion and from a different source

in the second part of Chapter II. Since this whole thesis is a summary of the principles of progressive education as they are expressed or implied in eleven theses and thirteen books any additional summarizing would mean monotonous repetition. Restatement of the principles in this chapter seems unnecessary.

Observations

In the literature of progressive education goals are variously expressed as objectives, aims, functions, responsibilities, and outcomes. There is a difference in definition and connotation among these expressions; but when the ideas that are labeled by any one of the names are compared with those labeled by the others, they are found to deal with identical elements.

There is much talk of divergence or disagreement among progressive educators. During the study the only place where mutually exclusive or contradictory ideas were found was in the matter of curriculum. In all other fields the ideas from one source supplemented or modified those from another, but they did not contradict or oppose each other. For example, among the goals of education one idea is expressed by one man and another idea by another, until the accumulation of goals places a tremendous responsibility upon the school; but no one goal makes the others impossible.

In curriculum there is absolute contradiction between those who advocate a curriculum fixed in advance and those who regard a curriculum made on the spot the surest way to realize the possibilities in progressive education. Here as in all other places in the progressive theory, however, there are those who reconcile the opposing positions by declaring that the broad general outlines of the curriculum must necessarily be planned in advance, but that an opportunity for developing the details in actual situations is the only way to achieve effective learning; and the details, to any one who has had much experience with children, are predictable in advance, even in the most opportunistic education.

The catch words and phrases that are popularly associated with progressive education appear among the instrumentalities: freedom, experience, pupil purposing, etc. It is naturally so, since they are the overt manifestations of the progressive philosophy and as such are most readily observed, criticized, and judged.

A rather significant observation has come out of the comparison of books and theses, that of the almost complete overlapping of principles given in each source. After the principles derived from the theses had been classified and an outline prepared of the classification, it was found that all of the principles derived from the books except

those having to do with character education fell into the same classifications. There was similarity and agreement in the ideas under each classification from both sources. There were two differences noted, however, between the books and theses. Progressive education as a term was used throughout the theses, but it appeared very rarely in the books. The theses were frankly about progressive education. The books described an education not labeled progressive by the authors except in the case of Melvin's The Technique of Progressive Teaching,¹ but possessing those elusive characteristics which are known as progressive to the educational world. Character education did not appear in the discussion in the theses though character traits were emphasized among the goals. Character education had a prominent place in the discussion in the books.

The progressive educator lays special stress on the importance of the teacher in the new education. The success of all education depends upon her personality, her power, and her training. She is the greatest single factor in school education.

Implications

In using the philosophy of progressive education in the school, one phase or element is often seized upon and subjected to intensive application. This has given the

1. Op. Cit.

activity school, the conduct curriculum or individual⁴ freedom that has no respect for community rights or well-being. The result is imbalance in education. Some of the goals are neglected, others overemphasized, with the resulting failure to build integrated individuals adjusted to life in a social organization. The new school is criticized and the whole theory of progressive education is thrown into disrepute.

The implications in this study for inculcation of the principles of progressive education in public school education lies in understanding the philosophy in all of its phases, appreciating the relative values of its component elements, and integrating its various aims and attitudes, methods and devices. If the theory is taken in its entirety, with no more emphasis on freedom for the individual than on his responsibility for the common good, when training to think is on a par with training to do, when activity is recognized as mental as well as physical, then progressive education will become a part of all education and its induction into public schools will meet with less fear, less reluctance, and less actual opposition. In addition to this use of the progressive philosophy in its entirety, the public school educator must come to the progressive attitude toward the place of the teacher in the new school. He must understand that any application of principles must

be made through and by the teacher. Her personality and her power directed by her understanding of underlying principles is the potent force that will accomplish effective learning. The psychology of interest and purpose applies as well to teacher as to student. Her enthusiasm cannot be forced, her attitude cannot be dictated. They must be built upon a natural interest in the work to be done. They may be stimulated according to the same rules that she follows in stimulating child interests. They may be developed through success and approval. But found and developed they must be. There is no progressive education otherwise.

Conclusion

The whole study of progressive education reported in this thesis is subjective. The decision of which ideas to include and which are irrelevant, of which constitute principles and which belong in some other category depends largely upon personal interpretation and understanding. There seems to be no other criteria. The very familiar as well as the very difficult tend to be overlooked or omitted. This is not consciously done but the tendency is evident in the final report. Yet the result is as objective an analysis of the whole subject of the principles of progressive education as the writer has been able to

make. Condensing and tabulating thousands of pages of discussion on this notably elusive subject into a single chapter of this thesis has resulted in a well-defined and objective idea of the subject, for the writer at least. The whole study is but a beginning in understanding and using the principles of progressive education. An account of the history of the movement would add to its interest and an analysis and tabulation of the practices would make it genuinely useful.

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The thesis, "The Principles of Progressive Education," written by Anna Elizabeth McNichols, has been accepted by the Graduate School of Loyola University with reference to form, and by the readers whose names appear below, with reference to content. It is, therefore, accepted as a partial fulfilment of the requirements for the degree of Master of Arts.

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